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ABSTRACT

A study investigated the relationship between teaching style and group conflict within the small instructional group. The conjecture was that the transactional teaching style is associated with more positive resolutions to group conflict than either the nomothetic or idiographic style. Research was conducted on 10 instructional groups within the Wisconsin Group Dynamic Traffic Safety School program. Teaching styles were identified and described as nomothetic, idiographic, or transactional. Group conflict was identified and described, using the focal conflict/group solution theoretical framework as a model and the Eriksonian theoretical framework as content. Data were collected on teaching style, group conflict and resolution, and how they occurred in relation to each other. The study supplied a more adequate conceptualization and methodology to analyze and understand focal conflict/group solution. It also provided a conceptual framework to analyze and understand teaching styles, a methodological procedure for using the model, and an analysis of teaching style. Data indicated the limitations of the "directive," i.e., the idiographic and nomothetic, teaching styles to such an extent as to indicate that the transactional style deserved a further test of its merits. (Appendixes include manuals and procedures for coding teaching styles and for coding focal conflict/group solution and a bibliography.) (YLB)

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AN ANALYSIS OF THE RESOLUTION OF GROUP CONFLICT AND INSTRUCTOR FACILITATING BEHAVIOR WITHIN THE SMALL INSTRUCTIONAL GROUP

BY

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CHAPTER ONE

GROUP CONFLICT AND TEACHING STYLE: THE PROBLEM, THE CONJECTURE, AND A CONCEPTUAL FRAMEWORK

The Problem

This study investigates the relationship between teaching style and group conflict within the small instructional group. The examination of teaching style and group conflict is important because each is a fundamental variable affecting a group member's learning.

Teaching styles can be conceptualized according to three orientations. One orientation is toward satisfying the demands of the institution and/or society. A second orientation is directed at satisfying the personal needs of the instructor and/or the individual learner. The third orientation is toward satisfying the needs of the group as determined by the needs of the learners and the requirements of the institution and/or society. The names nomothetic, idiographic, and transactional are given to these teaching styles, respectively.

Group conflict is another significant variable in a small group. It results from and reflects three interrelated dynamics: the specific needs which individuals bring to a group; the unique interpersonal situation of a group itself; and the demands of the institution and/or society in which a group is embedded. As members interact in attempting to integrate these concerns, the group agenda will begin to coalesce

around the pursuit of similar, shared needs. The group will desire to have these needs satisfied. The pursuit of satisfaction implies that a group has wishes. A group, therefore, can be said to have wishes which emanate out of shared, psychosocial concerns. Implicit in the act of wishing is the realization that there is a counterforce. Otherwise, there would be no wish--each need would have been fulfilled. The proposition, then, that a group has wishes carries with it the proposition that there is resistance, or fear. Thus, on one side of any group conflict is an underlying wish. On the other side is an underlying fear associated with the wish. A group conflict, then, can be conceptualized as the manifestation of a common covert conflict which consists of an impulse or wish opposed by a counter-impulse or fear.

In order for significant learning to occur within the small instructional group, the group conflicts need to be resolved positively. Positive solutions help to promote a satisfying learning environment, relieve group anxiety over basic psychosocial issues, provide for individual behavioral change, and assist the group to move and develop so that the behaviors of all group members can be significantly affected.

The teaching style which promotes positive solutions to group conflict is the transactional style. It is the only style which is oriented toward the group as a whole. Consequently, it is the only style which is capable of assisting the group to resolve the conflicts which arise out of its underlying wishes and fears.

The Conjecture

The conjecture of this thesis is, then, as follows: The transactional teaching style is associated with more positive resolutions to group conflict than either the nomothetic or idiographic style.

In order to test this conjecture, research was conducted on ten instructional groups within the Wisconsin Group Dynamic Traffic Safety School (GD-TSS) program. The GD-TSS program is based upon the small instructional group and the group dynamic approach to education. It utilizes an interactive format in attempting to effect behavioral change in Operating While Intoxicated (OWI) drivers. Data was collected on teaching style, group conflict and resolution, and how they occurred in relation to each other.

Conceptual Framework

The conceptual framework utilized in this study will be presented in this section. The three major components of the framework: group conflict; group conflict resolution; and teaching style, will be explained in the course of this presentation.

Conflict in Small Instructional Groups.

An important dynamic in small instructional groups which has a significant affect on the group's learning environment and, thus, on the quality and quantity of learning of the individual group members, is group conflict. Group conflict results from and reflects both the underlying concerns which individuals bring to groups and the extent to which these underlying concerns are dealt with in the group. Group

conflict also results from and reflects the underlying concerns which are caused by the current situation in the group.

A framework which provides the means for examining and understanding these group conflicts can be found in Psychotherapy and the Group Process (Whitaker and Lieberman, 1964). This framework is called Focal Conflict/Group Solution. This approach views any group function as the result and reflection of an underlying conflict between two opposing group impulses. A group conflict is considered to be the outgrowth of an underlying impulse or wish which is opposed by an associated counter-impulse or fear. The name focal conflict has been given to this underlying conflict. In working through a focal conflict, a group arrives at a group solution. A group solution tends toward satisfying the underlying group wish or alleviating the group fear. If the group solution tends toward satisfying the group wish, it has a freeing effect and permits the group to express and explore underlying concerns. If the group solution tends toward alleviating the group fear, it works against free expression and exploration of underlying group concerns. The schema presented below illustrates the relationship among the concepts of this framework with respect to the Wisconsin GD-TSS instructional group.

WISH	X	FEAR
Talk about drinking behaviors	(in conflict with)	If these behaviors are shared, the instructor will recommend further treatment.

GROUP SOLUTION

Don't talk about drinking behaviors

If a solution satisfies the wish, it is referred to as an Enabling group solution. If a solution alleviates the fear, it is called a Restrictive group solution. In the example above, the solution to the focal conflict is restrictive.

The underlying concerns which groups deal with and/or which are caused by the current situation in the group are psychosocial concerns. A psychosocial concern is based upon and determined by how one sees one's ego in relation to the world or the life conditions in which one is functioning. When one becomes a member of a group, the focus of his/her psychosocial energies concerning the relation between the ego and the world are directed at and revolve around the interpersonal conditions within the group. The group world, with its own unique life conditions, becomes the environment which provides satisfaction and within which the ego must function. If the underlying concerns of the group members are psychosocial, then the focal conflict which arises out of these concerns is also psychosocial. And because this focal conflict is psychosocial, it will parallel what Erik Erikson (1980, 1968, 1950) has called a conflict between basic attitudes in his theoretical framework of individual psychosocial development. This framework considers psychosocial development as a process of moving through and resolving eight psychosocial conflicts. These conflicts are:

Trust vs. Mistrust
Autonomy vs. Shame, Doubt
Initiative vs. Guilt
Industry vs. Inferiority

Identity vs. Role Confusion
Intimacy vs. Isolation
Generativity vs. Stagnation
Ego Integrity vs. Despair

Since a group wish is always growth enhancing, it will reflect the positive characteristics of one of these conflicts. Conversely, the associated group fear will reflect the negative characteristics of this conflict. This framework provides the specificity with which to categorize group wishes and fears, and thus the focal conflict/group solution. In the previous example, the focal conflict is Trust vs. Mistrust. The group solution is Mistrust. This solution is restrictive.

Focal conflicts, then, are an integral part of small groups. They emerge out of the group interaction and refer to the conflicts between the underlying wishes and fears of a group. Focal conflicts have two other characteristics. Since the group is the environment which provides satisfaction and within which each member must function, focal conflicts reflect basic individual psychosocial concerns and can be categorized according to the psychosocial framework of Erik Erikson. An example from a GD-TSS group will illustrate one of the eight possible focal conflicts.

> A group's conversation centers around the embarrassment over being arrested. Group members are upset that their names have been published in the newspaper and that people are saying things about their arrest. Some members are also concerned about what their children think about their arrest. Statements about the police are made. Some members are openly hostile and consider their arrest unfair. Others talk about how helpless they felt when being arrested. These are real and pressing concerns with which the group must deal. The concern with embarrassment and the hostility

> toward the police reveal other issues. Beneath the surface of the conversation, it is evident that the group is also angry at the instructor for embarrassing them by talking about their arrest and implying that they cannot control their drinking. The group is angry because the instructor is controlling them--he determines what will be talked about. The hostility which is vented at the police, then, is also meant for the authority figure in the group--the instructor. The group wishes to confront the instructor but fears that punishment, in the form of embarrassment, belittling, or even referral, might result. They are faced, then, with the problem of either standing up for themselves or sitting back and taking it. This is a focal conflict of Autonomy vs. Shame and Doubt.

Conflict Resolution in Small Instructional Groups.

In the process of working through a focal conflict, a group will need to establish a solution. A solution resolves the underlying conflict by establishing some procedure for the group. There are two kinds of solutions. An enabling solution allows the group wish to be expressed. A restrictive solution will not allow the wish to be expressed because the fear associated with its expression is too great. For example, in the previous illustration, an enabling solution would allow the group to openly express its feelings toward the instructor. A restrictive solution would prohibit the expression of these feelings.

An enabling or positive solution to a focal conflict is important for a number of reasons. First, if a group is to promote learning, its atmosphere should be one in which individuals freely share and discuss their attitudes and understandings. Positive solutions provide for this type of atmosphere.

Secondly, a positive group solution relieves the group anxiety over a basic psychosocial issue. It provides opportunities for the

expression and exploration of the conflictual feelings related to this basic developmental issue. If these feelings are put out into the open, they can be more adequately dealt with.

A third reason that a positive group solution is important is that it promotes behavioral change. A group can have a tremendous influence on an individual and his/her behavior. An individual's behavior within a group is shaped by the interpersonal situation of the group. Each member, as part of the dynamics of the group, cannot fail to be acted upon by these dynamics. Because focal conflict/group solution is one of these fundamental dynamics, it has a strong effect on individual behavior. For example, when a group is working through a particular focal conflict, the psychosocial concerns and behaviors of the individual group members become focused in this area. This is illustrated in the following example of Trust X Mistrust focal conflict.

> John isn't about to talk about his drinking habits. He is concerned that he has been drinking too much lately, but he is not willing to share these feelings with anyone. He is unsure where the other group members stand. If he talks openly, they might think he is an alcoholic. John believes people react this way. John is also aware of the fact that the instructor can refer him for further treatment. John feels the instructor probably would if he ever found out how much John really drinks. The other group members begin to talk about their drinking habits. Some are amazingly candid. This surprises John. Even the instructor appears sympathetic. He seems to understand the group members' problems. The group makes John feel that he isn't the only one who is concerned about drinking. John decides to participate.

In this example, the group is moving toward a positive solution to the focal conflict of Trust X Mistrust. The group members wish to reveal their concern over their drinking and to get help and advice

from the group. An enabling solution allows the group to express and explore this wish and for the group's social need to trust to be satisfied. This solution affects the psychosocial behavior of all the group members regarding this basic issue. For an individual like John, who has a developmental problem in this area, the effect of the positive group solution on individual behavior is even more dramatic.

The fourth reason why a positive solution to a focal conflict is important relates to individual behavioral change and group movement. In order to significantly affect the behaviors of all the group members, the group needs to move progressively through all eight focal conflicts. Each group member has particular psychosocial concerns and behaviors depending on his/her stage of development. In order for all group members to benefit in their behavioral development, the focal conflicts have to be resolved positively so the group can progress and attend to all of these concerns.

Teaching Style and Group Conflict Resolution.

An instructor is the most important influence in the development of a positive solution to a focal conflict. Two contributing factors to this influence are that the instructor stands outside of the focal conflict (focal conflict can only be grasped by someone who views the group from a perspective different from the individual members), and that the group members naturally assume that he/she has authority and power. But, by far, the most significant reason for the great influence which an instructor has on the solution to a focal conflict lies within the group itself. It has been established that focal conflict is an

integral part of small groups; it arises within the group and becomes a group problem. If this focal conflict is to be resolved positively, an instructor must be aware of this group phenomenon. That is, his/her teaching style must be oriented toward the group as a whole and must allow the focal conflict/group solution to emerge without interference.

There are three possible orientations toward which an instructor's teaching style can be directed: the needs of the institution and/or society; the needs of the instructor and/or the individual learners; the needs of the group as determined by the needs of the learners and the requirements of the institution. The names nomothetic, idiographic, and transactional are given to these three teaching styles, respectively (Getzels and Thelen, 1960). A nomothetic teaching style is one which reflects institutional expectations and is directed toward satisfying institutional goals. A nomothetic instructor is a role figure who carries out the responsibilities and duties which are considered essential by the encompassing institution. An idiographic teaching style is directed toward satisfying the personal needs of the instructor and/or the individual learner. An idiographic instructor uses a uniquely individual approach in attempting to satisfy these needs. A transactional teaching style is oriented toward satisfying needs within the structure of the group. A transactional instructor's emphasis is on assisting the group to integrate individual needs with institutional requirements and/or the requirements of the task.

The nomothetic teaching style cannot satisfy a group's focal

conflict needs because it is oriented toward meeting the demands of the institution and/or society. An idiographic teaching style cannot possibly meet the group needs relating to focal conflict either because it is oriented specifically toward the needs of the individual. Only within the transactional teaching mode can the focal conflict needs of the group be positively resolved because the two variables which generate the focal conflict--the individual needs and the institutional demands--are brought together in the group and resolved by the group.

In order, then, to establish a conducive learning environment and to effect behavioral change, an instructor's style should be transactional. It is the only style which is oriented toward the group as a whole and which allows focal conflict/group solution to emerge without interference. If the group's concerns are to be relevant to the individual members, if their energies are to be effectively focused, and if behavioral change is to occur, the shared psychosocial needs which are reflected in the focal conflict/group solution must be allowed to develop in the group and be resolved by the group. If the instructor assists the group in developing an environment which permits a wide range of psychosocial issues to emerge, group members will be affected in significant and positive ways. That is, if an instructor assists in making the group environment an "enabling" one, the influence of the group will effect positive behavioral change in the individual member.

Summary

The small instructional group is an extremely viable mode for education. Its restricted size allows individual members to be involved in and committed to the learning process. And its interactive format provides an environment for sharing ideas and perceptions about specific content. For content to be meaningful, to be learned, and to lead to attitudinal and behavioral change, it must be related to the personal needs of individual learners. A small instructional group provides an interpersonal setting where individuals can share their attitudes and understandings concerning content and where they can relate these attitudes and understandings to personal behaviors, values, and beliefs.

Focal conflict/group solution is an inevitable and integral part of small group life. Focal conflicts arise out of the underlying group concerns over the interrelationship between and satisfaction of individual needs and institutional demands. That is, they are seen to emerge out of the interaction of the group and to be associated integrally with shared, psychosocial concerns. Focal conflict/group solution is, moreover, functional: it "defines" appropriate behaviors and ways of thinking which are relevant to the life of a particular group. It "determines" what can be talked about, how it can be talked about, and with whom one may talk (Whitaker and Lieberman, 1964). Thus, focal conflict/group solution is a fundamental variable which affects the learning environment of a small instructional group.

An instructor has a significant influence on the character and development of a group, i.e., focal conflict/group solution. That is, his/her teaching style has a significant affect on the learning environment of a small group and therefore on the quality and quantity of individual learning. In order for significant learning to occur within the instructional group, an instructor must employ a teaching style which allows the conflict which arises out of group concern with the integration of needs and demands to be worked through and resolved. The teaching style which promotes the interrelationship of group concern, individual needs, and institutional demands is the transactional style. This teaching style brings together the needs of the individual learners and the demands of the institution within the group. To focus exclusively on individual needs or on institutional demands creates an unrealistic situation because learning involves both aspects. There are times when it is desirable to emphasize one or the other; however, the predominant style should be transactional because it combines both the individual and institutional aspects of learning.

CHAPTER TWO

LITERATURE REVIEW

> When engaged in the direct act of teaching, the instructor needs to have subject matter at his finger ends; his attention should be upon the attitude and response of the pupil. To understand the latter in its interplay with subject matter is his task, while his pupil's mind, naturally, should not be on itself but on the topic at hand. Or to state the same point in a somewhat different manner: The teacher should be occupied not with the subject matter in itself but in its interaction with the pupil's present needs and capabilities.
>
> (John Dewey, 1961, p. 183)

This chapter is a review of the literature pertinent to this study. Research material which is relevant is clustered in three areas: (1) studies of small groups, specifically those which analyze group dynamics; (2) studies which have utilized the theoretical frameworks of group conflict and teaching styles which this analysis has employed; (3) those social interaction studies which have examined the effects of teacher-learner and learner-learner interactions on group climate and those which have related group climate to individual learning.

Because it formed the essential background for this study, the relevant group dynamic literature will be cited first. There will be a short discussion of this material because the very focus and rationale

of this study, that is, the selection of the variables, the generation of the hypothesis which related these variables, and the theoretical means for analyzing the variables and testing the hypothesis was elicited from the background material. Next, the research material which has utilized either the focal conflict/group solution framework and/or the Getzels-Thelen framework will be cited and discussed. This documentation serves two important functions. It helps to legitimize and substantiate their applicability for research. In addition, a review of this literature illustrates their implementation elsewhere as well as pointing out the uniqueness of their contribution here. Finally, the pertinent social interaction literature in education will be cited and discussed. Because a group's learning climate emerges out of the interaction of variables, e.g., focal conflict/group solution and teaching style, this material has particular relevance, conceptually and methodologically. Included in this third part will be those studies which relate group climate to individual learning. For reasons which will be more fully developed in chapter five, the discussion of the educational implications of this study, this social interaction literature has particular significance for this analysis.

Background Literature in Group Dynamics

> [The group] is not the image of a social system in equilibrium. It is rather the image of a system in motion or, if you will, in dynamic disequilibrium. It is the image of a group continually facing emergent complexity and conflict (if not confusion) and dealing with these realities, not in terms of sentiment but in terms of what the complexity and conflict suggest about the

> modifications that have to be made in the goals, expectations, needs, and selective perceptions of teachers and learners (Getzels and Thelen, p. 82).

An instructional group forms for a specific purpose. The purpose may be determined by the encompassing institution and/or society or by the specific needs of certain individuals. Individuals come to instructional groups, then, either for overt or covert reasons. They may be forced to come or they may wish to satisfy needs which are not or cannot be satisfied by any other means. Whatever the reason for an instructional group, one thing is certain--a group is faced with satisfying many different wishes and with dealing with many different behaviors.

The particular needs or wishes that an individual has upon entering a group and the particular behaviors he/she employs, within the group, in attempting to satisfy these needs has been referred to as one's life project (Boyd, 1974). This life project concept has two basic characteristics. It includes the immediate and/or long range goals that an individual has developed and is developing. And these life project goals are, in turn, based upon and determined by how one has developed in relation to the social environment. That is, a life project is determined by one's psychosocial development (Erikson, 1980, 1968, 1950).

As individual members begin interacting early in a group's life, these different life projects or behavioral orientations become evident. When these goal-directed behaviors begin to be blocked, feelings of tension will develop. This group tension is inevitable because it is

impossible for a group to be pulled in various directions as individuals attempt to fulfill their life project wishes simultaneously. To alleviate this tension, subgroups will begin to form. Each subgroup will coalesce around the pursuit of similar wish(es). One subgroup may form around pursuing similar life project wishes. One may form around the instructor's wishes. Another may form around satisfying the needs of the institution and/or society. Whatever the direction each subgroup may take, when these opposing orientations begin to function simultaneously, group conflict will occur. This conflict cannot remain unresolved without threatening or resulting in the dissolution of the group. (For an interesting sociological perspective on this phenomenon, see Simmel, 1955; Coser, 1956.)

If a group is considered important to the individual members, that is, if it has a high "valency," the forces for maintaining the group are stronger than those for dissolution. The group, therefore, becomes more "cohesive." Valency and cohesiveness are defined in the following way:

> The valence, or attractiveness, of any object or activity is a function of the needs of the individual and the properties of the object. The group is treated as an object in the life space of the person. Its valency for any given person depends upon the nature and strength of his needs and upon the perceived suitability of the group for satisfying these needs.... Cohesiveness is the resultant of all the forces acting on all the members to remain in the group (Cartwright and Zander, 1953, pp. 76-78).

The key force in maintaining valency, thereby increasing cohesiveness, is the group's social system or "culture." As individuals and subgroups

interact, the social system or culture develops. This system has many functions. It "determines" what ideas, values, and behaviors are acceptable and what kind of interpersonal relationships are appropriate (Thelen, 1960). It also determines how the group will proceed; that is, the wishes it will pursue and the order in which they will be undertaken (Boyd, in press). Thus, a group's social system or culture possesses a great amount of power. Anyone who has been in a group readily appreciates the amount of control it can wield--both over individual needs and the way these needs are behaviorally manifested.

As is evident, an instructional group is an extremely complex system of interacting dynamics. This discussion of group tension, group conflict, and social system serves as a means to illustrate this complexity. It has another function. While the complex dynamics create anxieties for each group member, they create anxieties for the small group researcher and/or facilitator, who is interested in understanding them, as well. This discussion, then, helps to illustrate how existing research has led to the formulation of the conceptualization and methodology utilized in this study.

Focal Conflict/Group Solution Studies

To consider the existence of shared, underlying concerns about the here-and-now situation, which are the property of the group and which form underlying group conflicts (Whitaker and Lieberman, 1964) and to relate these conflicts to the Eriksonian stages of psychosocial development (Erikson, 1980, 1968, 1950) provides the means for

alleviating the complexity of groups--most notably that which relates to "feelings" of group tension and "actions" of group conflict. This integrated framework is able to alleviate this complexity because it: (1) describes a group in terms of properties as a whole; (2) conceives a group as a unique social system where these properties have a "lawful" relationship to each other; and (3) accounts for the diverse and complex development of this relationship with respect to the specific group context. Thus, it provides the means for examining and understanding covert, as well as overt, aspects of the group situation, and the affective aspects, as well as the cognitive. The ability of a model to discern covert aspects of a situation, that is, to make logical and empirically supportable inferences about covert dynamics by observing and analyzing overt behaviors, is a necessity in a social interaction analysis (Withall and Lewis, 1963).

A return to the discussion of the power of a group's social system would now be in order because it can help illustrate the applicability of the focal conflict/group solution model according to Erikson, both conceptually and methodologically. The power that a group has over the individual has already been explained. That is, an individual's statement is only "accepted" and incorporated into the group's agenda if it conforms to the here-and-now concerns of the group. The transactional matrix theory developed in The Living Group (Boyd, in press) delineates this idea. Briefly stated, when a group is dealing with psychosocial concerns, it will accept only those comments which conform to the ego stage at which the group is operating. Although this power

of incorporation creates anxieties for the individual members, it does, paradoxically enough, serve an extremely useful function for either the small group facilitator or researcher. Statements which "catch on" and are pursued can serve as "barometers," indicating what the affective underlying concern of the group is. Manifest behaviors are considered to be linked associatively with and refer to covert issues quite different from their manifest content (Stock and Lieberman, 1962). This ability to detect and to track barometric statements, one of the manifestations of covert concern with the here-and-now situation in a group, is tantamount to facilitator and researcher understanding.

Although this study is the first of its type, that is, to use a framework which integrates focal conflict/group soltuion with Eriksonian stages, each of the frameworks have been tested extensively. It would appear logical to argue that since each has been verified, an integrated model would prove to be even more adequate. Considering the findings of this study, this was, in fact, the case. A more thorough discussion, though, occurs in chapter five.

The focal conflict/group solution group-process orientation is based on psychoanalytic theory. The influence of this theoretical orientation on the model is illustrated in two ways. Whitaker and Lieberman's framework is based, primarily, on the work of three psychotherapists: Bion (1961), Thomas French (1952, 1954), and Henry Ezriel (1950). Its very name, in fact, is derived from the work of French. French had used the term "nuclear conflict" to refer to persistent, unconscious conflicts within the personality of the individual, and

the term "focal conflict" to refer to preconscious conflicts which derive from some nuclear conflict but are influenced in their special character and flavor by current life situations (Stock and Lieberman, 1962). The model's emphasis on linked manifest behaviors which refer to shared covert concerns also illustrates the influence of psychoanalytic theory (Butkovich, et al., 1975). The contention that ". . . successive individual behaviors of group members are linked associatively and refer to a common underlying concern about the here-and-now situation" (Whitaker and Lieberman, p. 16) and that all content of a session, no matter how seemingly remote, refers to here-and-now relationships and feelings in the group, is evidence of this influence. Although these groups process theorists do agree on the issue of underlying group concerns, they differ in what they consider to be the source(s) of these covert issues. Whitaker and Lieberman include peer relationships, while Bion has dealt with relationships involving the leader, i.e., the basic assumptions of dependency, fight-flight, and pairing. The orientation which the integrated framework of this study operated from was that the source was psychosocial. That is, the covert issue is an ego concept, since it is concerned with the relation of inner needs and the suitability of the situation (Gustafson, 1976). Each, though, essentially share a concern with processes whereby manifest behaviors are linked associatively with and refer to covert issues quite different from their manifest content, with meanings being revealed indirectly by behavioral signs and symptoms. In the psychoanalytical framework, the meaning of behavior is interpreted in terms

of "symbol transformation" (Mischel, 1968).

The notion of covert meanings symbolically transformed in overt group behavior (at times, seemingly chaotic) is substantiated in the literature on small groups. This notion is expressed by Ezriel as a ". . . common group tension of which the group is not aware but which determines its behavior," by Bion as a ". . . group mentality. . . the unanimous expression of the will of the group, contributed to by the individual in ways of which he is unaware" and by Whitaker and Lieberman as a common covert conflict (the group focal conflict). The model utilized in this study, focal conflict/group solution, substantiated that the covert issues which groups deal with parallel Erikson's psychosocial stages of development. To summarize: The psychoanalytic orientation is often based on the group-level analysis of unconscious, irrational responses of individuals to the underlying shared dilemmas of the group and the symbolic transfer of the wishes and fears associated with these dilemmas (Butkovich, et al., 1975).

Many references have been made in the group psychotherapy literature to Whitaker and Lieberman's focal conflict model. Yet only one study could be found which utilized it empirically. Butkovich, et al., (1975) used the framework to examine covert group behaviors, in their comparative analysis of the behaviors of study groups and T-groups. The psychoanalytic approach of the focal conflict model was combined with a social system model, which focused on the literal here-and-now meanings of overt behaviors, to form a cybernetic (mutually influencing) model. This integrated model was used ". . . to examine the 'mutually

influencing' quality of the interrelationships of the leader's theoretical orientation, the group nuclear and focal conflicts, and the behaviors of individual members" (Butkovich, et al., p. 12). One of the conclusions of this study was that the focal conflict model ". . . has reasonably high construct validity" for detecting covert group concerns (Butkovich, et al., p. 19).

Other references have been made in therapeutic literature to Whitaker and Lieberman's hypothesis that a group is dominated at any given moment by an underlying conflict. In each case, the reference has substantiated the utility of this assumption--that is, its usefulness for understanding and interpreting the behavior of a group. Gustafson (1976) considers it to be one of three perspectives that should be considered when ". . . group leaders. . . find themselves with a small group that shows little substance, involvement, commitment, or prospects for change in their discussion or classroom behavior. . ." (Gustafson, p. 793). In another article, Gustafson and Cooper (1979) document that it ". . . represents one good prototype in the group therapy literature for a mixed model, a model which includes both considerations of group and individual dynamics" (Cooper and Gustafson, p. 975). This is an extremely important citation since a general theory of group therapy must be capable of accounting for individual change and group growth as a whole. Horwitz (1977) concurs with this position and provides justification for the group-centered, holistic nature of Whitaker and Lieberman's formulation, where the model uses ". . . the properties, processes, and dynamics of the entire group

in the service of furthering the therapy of the individual within the group" (Horwitz, p. 424). He also comments on its assumption of underlying conflict which ". . . affording numerous advantages to the therapist in understanding and interpreting the behavior of the group."

The literature also refers to its utility for guiding a group leader's interventions. Gustafson (1978) points out its "heuristic" usefulness. And he reiterates Whitaker and Lieberman's thesis that interventions be made from "outside" the group and be concerned with the needs of the group as a whole rather than being of an "involved" type which acts on countertransference and is ". . . driven by attempts to establish group conditions that are personally viable" (Whitaker and Lieberman, pp. 198-199). Singer, et al. (1975) corroborate this position when they suggest that the model can be used as a ". . . springboard for examining and intervening in roles and situations which are problematic in member's lives and in which they collude" (Singer, et al., p. 146). An article which is tangentially related to this concern with focal conflict/group solution and leadership and, therefore, to this study, documents the research which has shown that leadership, i.e., self-disclosing or not self-disclosing leadership behavior, significantly affects the process and outcome of group experience (Dies, 1977). Whitaker and Lieberman's position on a leader remaining "outside" the focal conflict, that is, not self-disclosing, is cited with other similar proposals. Dies' (1977) own conclusion, though, is similar to that of Lieberman, et al. (1973). The behavior

of a leader is not the sole determinant of a group type or a group experience as defined by the members. The impact of any leadership cannot be specified without a thorough understanding of such variables as group composition and interpersonal skills co co-members (Certner, 1973; D'Auzelli, 1973) quality of feedback (Jacobs, 1974), willingness of co-members to be open (Yalom, 1970), arrangement of time (Dies and Hess, 1970) and group norms (Lieberman, et al., 1973). Dies goes on to say that "any prescription. . . which emphasizes leadership to the relative exclusion of other variables is undoubtedly oversimplistic" (Dies, 1977, p. 192). Because this study has been of an associationist interaction type, linking two variables, it has succeeded in filling in a piece of the puzzle of small instructional groups, rather than being an "oversimplistic" description.

The literature also notes the focal conflict/group solution model's utility for gauging group development. Shambaugh (1978) emphasizes this fact, considering it a "recurring phase model." His discussion concerns Whitaker and Lieberman's postulate that group phases are defined in terms of covert affective characteristics that are continually recurring.

The discussion of group phase development is a nice lead-in to the literature which is concerned with the second half of the integrated framework--the Eriksonian psychosocial crises which provide the content for the focal conflict/group solution model. Kaplan and Roman (1963) and Kaplan (1967) proposed that analogies of Erikson's epigenetic model of child development characterize the evolution of all types of groups.

Further corroboration for Erikson and group development is provided by the research which has been and is being conducted at the University of Wisconsin-Madison. Research there has compiled extensive documentation relating Eriksonian ego crises theory to group phase development. This research has been conducted in self-directed groups (Boyd, in press; White, 1976; Boyd & Wilson, 1974; Davie, 1971; Boyd, 1970; Fay, 1967). One other study has also explored the relationship (Lieberman, 1975).

Getzels-Thelen Framework Studies

Although numerous studies have been undertaken to test hypotheses derived from the sociopsychological theory of Getzels and Thelen (1960), only one was found which used this framework to analyze and categorize teaching style behaviors (Ampene, 1973). This study successfully implemented this model, thus confirming its applicability: ". . . the Getzels-Thelen model provides an adequate tool for analyzing teaching behavior. . ." (Ampene, p. 205).

Other studies have used the Getzels-Thelen framework to assess the social climate of classrooms. The framework proposes that institutional and individual characteristics interact in classrooms and determine school learning. Most research have been social psychological examinations which have tested hypotheses derived from the thesis that the classroom group is a "social system" where ". . . the balance of emphasis is on the performance of role requirements and the expression of personality needs. . . as a function of interaction within the classroom group" (Getzels and Thelen, p. 79). One study (Walberg and

Anderson, 1968a) considered the relationship between individual student perceptions of their class and their individual learning; a subsequent study (Anderson and Walberg, 1968) attempted to account for differential class performance in terms of the climate characteristics of the class. Another research study used it as a mean for interpreting the relationship between the structural and affective aspects of socio-emotional climate (Walberg, 1968). Three others utilized the framework for classroom climate assessments. It was used to determine that the social climate in school classes can be predicted from prior measures of teacher personality (Walberg, 1969d), student characteristics (Walberg and Anderson, 1968b), and class size (Walberg, 1969a). The climate measures, moreover, have been shown to predict adjusted measures of learning with individuals and cognitive, affective, and behavioral measures of learning with both classes and individuals as the units of measurement (Anderson and Walberg, 1968; Walberg and Anderson, 1968a). The findings of other investigations derived from the Getzels-Thelen model have been that the affective aspects of classroom climate predict both cognitive and affective learning (Walberg, 1969a; Walberg, 1969b; Walberg, 1969c; Walberg and Ahlgren, 1970). The framework has also been employed in a series of empirical studies of the personality and role of teachers (Walberg and Welch, 1967a; Walberg and Welch, 1967b) and their affects on learning (Walberg, Welch, and Rothman, 1968).

Social Interaction Studies

Most human learning occurs in a social context. Most of the individual's knowledge, ideas, feelings,

> goals, and values, and ways of behaving are developed in interaction with others. Most of the knowledge any one of us possesses derives from direct or various interaction with our fellows in the psychological and social context of objective reality (Withall and Lewis, p. 684).

An instructional group is more than a place where content and/or skills are taught and learned: it is a miniature "culture," a social system, where members interact and influence the behaviors, attitudes, and beliefs of one another. Within this group context, learning, i.e., behavioral and attitudinal change, is conceived as being determined not by a set of prior conditions but by a series of ongoing interactions between group members. These interactions, moreover, are not merely a ". . . traffic in ideas—learning involves a traffic in feelings as well" and ". . . not just limited to teacher and learner, but learner and learner" (Withall and Lewis, p. 687).

Social interaction research in education conceives group interactions and learning in this way. By definition, social interaction is a relation between persons such that "the behavior of either one is a stimulus to the behavior of the other" (English and English, 1958, p. 270). Social interaction research focuses attention on affective interactions between teachers and learners and learners and learners and attempts to assess these acts. And because it is interested in the affective aspects of a situation, social interaction research concerns itself with covert, as well as overt, dynamics of groups.

This study is a social interaction analysis which assesses the conditions under which affective learning takes place. It has examined two variables, focal conflict/group soltuion and teaching

style, in both their overt and covert aspects. Because this study demands that learning be conceptualized as a resultant of mutual influences in a dynamic process, it has analyzed these two variables in relation to each other. That is, the underlying assumption of this study is that the interaction of focal conflict/group solution and teaching style is a significant influence on a group's learning climate, and, thus, on the quality and quantity of group member learning. For these reasons, social interaction studies on group climate and group climate and learning are pertinent.

Studies have been made which substantiate that socio-emotional climate can be empirically measured. The most notable research into this area was that of Withall (1949), which treated climate as a group phenomena determined primarily by the teacher's verbal behavior taken as representative of his/her total behavior. This technique of categorizing and quantifying teacher behavior to measure climate was continued by Flanders (1959) and Thelen (1959a, 1959b). Withall's instrument was further refined and reliability was demonstrated by Mitzel and Rabinowitz (1954).

Classroom climates have been measured and characterized in other ways, through global observations and ratings of social interaction. Terms such as authoritarian vs. democratic, permissive vs. restrictive, dominative vs. integrative have appeared throughout the literature in describing climates (Khan and Weiss, p. 778). Withall (1949) reported that more positive student reactions to teachers were made in student-centered classes than in teacher-centered ones. Group-centered

classes produced a higher level of interpersonal affect among its members who showed greater liking for each other as a learning group than the leader-centered classes in two other studies (Bovard, 1951). Anderson and Kell (1954), in a study of four classes, found that students held more positive attitudes toward themselves as participants in student-centered groups than students in leader-centered classes who had mixed feelings about their participation.

Other significant social interaction studies have explored the effects of leader behavior on classroom climate. The classic work (Lewin, Lippitt, and White, 1939) on interpersonal interactions in different social climates, i.e., differing leader behavior, initiated this type of research. Lippitt's study (1940) provided a clear demonstration of the effect of leader behavior on group climate and productivity, while also providing a sound basis for the value of categorizing verbal behavior as a means of assessing the quality of group life. This study's conclusions, in fact, are so pertinent to this study that they should be listed: (1) different styles of leader behavior produce differing social climate and differing group and individual behaviors; (2) conversation behavior categories differentiated leader-behavior techniques more adequately than did social behavior categories; (3) different leaders playing the same kind of leadership roles displayed very similar patterns of behavior and the group members reacted to the same kind of leadership style in similar and consistent ways; (4) group members in a democratic social climate were more friendly to each other, showed more group-mindedness, were more work-

minded, showed greater initiative, and had a higher level of frustration tolerance than members in the other groups; (5) leader-behavior categories represent the important parameters to which the children reacted (Withall and Lewis, pp. 696-697). The Anderson studies (1945, 1946) also demonstrated that a teacher's classroom personality and behaviors influenced the behavior of learners. Those teachers who used dominative techniques were linked, generally, with aggressive and antagonistic group behavior while integrative techniques facilitated cooperative and self-directive behaviors. More recent studies of classroom climates (Schmuck, 1966; Flanders, 1960; Hughes, 1959; Thelen, 1951, 1950) illustrate an association between cooperative, in contrast to competitive or aggressive, activity by group members and the degree to which the leader tends to support rather than dominate the task-centered activities of the student members.

Numerous social interaction studies have attempted to relate classroom climate to individual learning. Flanders (1949) found that learner centered behavior elicited less interpersonal anxiety, more problem-centered behavior and a degree of emotional integration. Rehage (1948) investigated the quality of social interaction between student and teacher in the planning stages of classroom work. He also investigated similarities and dissimilarities in problem-solving and knowledge of two matched classes. His conclusions favored the more interactive relationships in terms of problem-solving, planning skills, and flexibility of social relations. Perkins (1949) compared learner-centered and teacher-centered classroom environments at the adult level,

and demonstrated that the variable of climate makes a significant difference in problem-orientation, in attitudes toward other persons, in learning of facts, and in human relation skills. Glidewell's study (1951) is of a somewhat different approach, but is also pertinent to this study. He hypothesized that "the most effective teacher can be seen as one who seeks, through her feelings as one medium, the reality of her own needs and those of her students [the psyche aspect] with an eye toward a need-meeting group learning activity [socio aspect]" (Glidewell, p. 120). From this study it appears that the needs of the teacher in the learning situation would be as pertinent to the learning situation as those of the learners, and the teacher's ability to recognize and accept these needs may be hypothesized to have considerable significance for his/her effectiveness in guiding the students' learning. Jenkins (1951) emphasized that learning will be more effective not only when student's emotional needs are met in the classroom, but also when the learners are made aware of their part in helping teachers fulfill some of the teacher's personal needs. Still another relevant analysis was that of Jensen (1955). He emphasized the close interdependence of personal needs and group needs and the fact that the fulfillment of one kind depends directly on the satisfaction of the needs of the other kind. Individuals in the learning situation have to help ensure that group needs are satisfied and resolved if their private personal needs are to be met. Jensen asserted, moreover, that unless individuals relate effectively to one another in a class, the achievement, or socio problems, cannot

be dealt with. Other studies which have looked into social relations among learners and between learners and teachers as they influence the quality of the social climate, which in turn, influences learning outcomes are Glick (1969); Lott and Lott (1966); Porterfield and Schlicting (1961); Brown (1960); Johnson (1958); Calvin and Hoffman (1957); and Buswell (1953).

Summary

A social interactionist view of education does not consider that an instructor totally determines the amount of learning which occurs in an instructional group. For this reason, social interaction research focuses on the complicated patterns of interaction which exist in groups and on molar concepts of instructor influence, rather than on instructor effectiveness. A classroom group is considered to be a function of a constellation of factors which interact with each other in complex ways. Group interactions, then, are treated as mutually influencing phenomena, being viewed within a larger dynamic change process rather than in a cause-and-effect relationship. Because of this interactive complexity, social interaction research requires that concepts and instrumentation be tailored to the "motility" of the data that are analyzed (Whithall and Lewis, p. 708).

A summary of the major themes which guide social interaction research and the conclusions of this area of study would include the following. With reference to the relationship between instructor behaviors and classroom climate: (1) Classroom socio-emotional climate

can be empirically measured by classifying instructor behaviors, i.e., there is a correlation between instructor behaviors and classroom climate; (2) Instructor behavior has a significant effect on classroom climate; (3) Supportive instructor behaviors are associated with more positive climates than are dominative behaviors; (4) Learner-centered activities rather than teacher-centered ones are associated with more positive socio-emotional climates. With reference to the relationship of classroom climate and individual learning: (1) Positive climate is associated with more individual productivity; (2) Learner-centered activities foster more individual achievement (problem-solving and interpersonal skills) than do teacher-centered activities; (3) Positive socio-emotional climates satisfy learner and instructor needs to a greater extent and the satisfaction of these individual needs is contingent on the satisfaction of group needs; and (4) If group interpersonal relations are ineffective, individual achievement will not occur to any significant extent.

CHAPTER THREE

METHODOLOGY

The methodology delineated here provides the basis for identifying and describing teaching style as nomothetic, idiographic, or transactional, and for identifying and describing group conflict, using the focal conflict/group solution theoretical framework as a model and the Eriksonian theoretical framework as content. This methodology has two focuses: (1) Teaching styles; (2) Group conflict.

Specifications of Variables

Teaching Styles.

In order to provide an in-depth analysis of the teaching styles that occurred within the ten representative GD-TSS groups, a comprehensive theoretical framework was needed. It was decided that an integrated model, composed of the frameworks developed in "The Classroom Group as a Unique Social System" (Getzels and Thelen, 1960) and "The Teacher Role Model" (Boyd, 1969) provided an operational means for this analysis. The Getzels-Thelen framework accounted for the three orientations toward which instruction might be directed: the demands of the institution and/or society; the needs of the instructor and/or the individual learner; the intentions of the group as determined by the needs of the individuals and the requirements of the institution and/or society. And Boyd's provided the specificity needed for differentiating and reliable coding. In addition, each had

been successfully applied in other studies. The Getzels-Thelen framework had been utilized by Ampene (1973) while Boyd's had been previously employed in an evaluation study (Boyd, et al., 1980).

Nomothetic[1]

Nomothetic instruction refers to those behaviors and/or utterances which are reflective of institutional expectations and which are directed toward the satisfaction of institutional goals. Instructor behavior is clearly seen as normative; as a role incumbent, he/she carries out the responsibilities and duties considered essential by the encompassing institution. Nomothetic instruction, then, is externally defined: delegated privileges, obligations, and power are executed by the instructor apart from any personal characteristics.

Learner behavior is also interpreted according to the obligations and requirements of the institution. Because nomothetic instruction reflects the philosophy that the most expeditious route to a goal lies within the institutional structure, learner behavior is considered role related and performance of role requirements is emphasized.

Within the programming role, a nomothetic instructor follows a predetermined, curricular framework, i.e., experiences, class content, and activities, whose aim is the satisfaction of institutional goals.

Within the guide role, a nomothetic instructor emphasizes normative problem-solving for the purpose of arriving at institutionally accepted conclusions.

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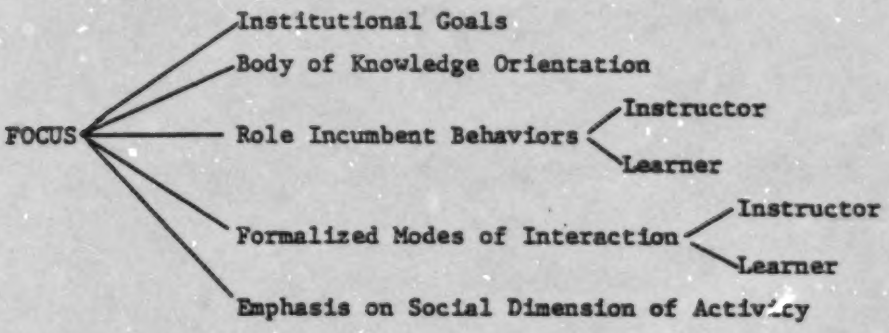
1. The manual containing the complete specifications can be located in the appendix.

Within the resource role, a nomothetic instructor utilizes curricular materials and/or bodies of knowledge when information is solicited.

Within the facilitation role, a nomothetic instructor does not consider socio-emotional or psychosocial concerns pertinent to either role requirements or the requirements of the institution.



Idiographic.

Idiographic instruction refers to those behaviors and/or utterances which are directed toward satisfying the individuals needs of the instructor and/or the learner. Instructor behavior is uniquely individual; it arises from personality need-dispositions which are grounded in his/her own biological constitution. Idiographic instruction, then, is internally defined: behavior is oriented toward the satisfaction of personal needs.

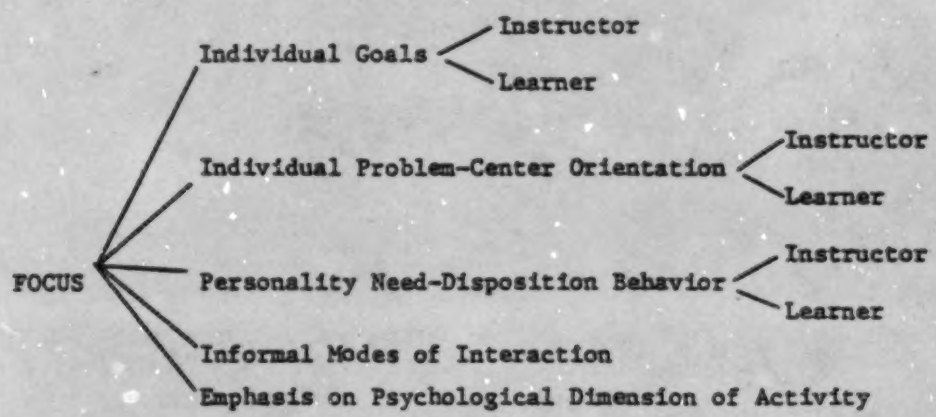
Learner behavior is also interpreted according to personality need-dispositions. Because idiographic instruction reflects the philosophy that the most expeditious route to the completion of the goal lies within the learner, individual expression of personality needs is encouraged and individuality and variation are emphasized.

Within the programming role, an idiographic instructor allows either his/her needs or the individual learner's needs to determine the nature of experience, class content, and activities.

Within the guide role, an idiographic instructor can function in two ways with regard to problem-solving: (1) instructor answers his/her own questions, fosters adherences to his/her own methods of synthesis or analysis, or intervenes during problem-solving in such a way as to lead learner to conclusions which satisfy instructor needs; or (2) instructor allows learner to answer questions in ways which are conducive to his/her needs, to synthesize or analyze according to needs, or to arrive at conclusions which are congruent with the satisfaction of personal needs.

Within the resource role, an idiographic instructor offers both solicited and unsolicited information. This information is aimed at satisfying the individual need-dispositions of the instructor or the learner.

Within the facilitation role, an idiographic instructor expresses or invites expression of personality needs.



Transactional

Transactional instruction refers to those behaviors and/or utterances which are directed toward the group as an entity and which are aimed at satisfying group intentions. Instructor behavior is understood in relation to the group; his/her emphasis is on the integration of individual needs with institutional expectations within the group context. Instructor assists in the development of roles within the group and aids in adapting these roles to the specific personalities of the individual members. Role expectations within the group are defined with these need-dispositions in mind.

Group behavior revolves around group intention, which is understood to be a transaction between institutional expectations and individual needs. Because transactional instruction reflects the philosophy that the most expeditious route to a goal lies within the group's here-and-now situation, behavior is transactional and can be understood in relation to group context.

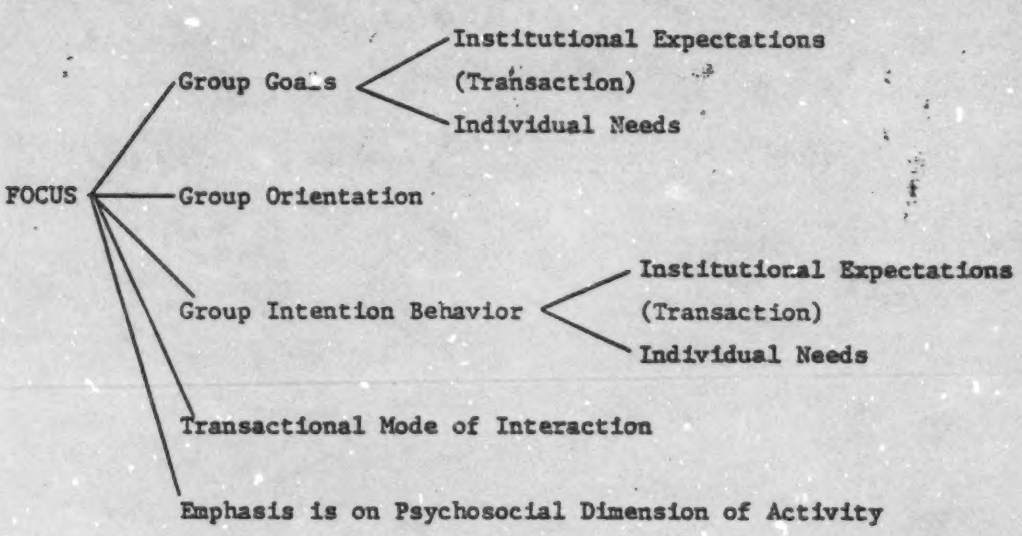
Within the programmer role, a transactional instructor assists group in becoming its own programmer with respect to its own unique needs and the requirements of the institution.

Within the guide role, a transactional instructor assists group in becoming its own analyzer and synthesizer.

Within the resource role, a transactional instructor helps to foster interdependency so individual members become resources.

Within the facilitation role, a transactional instructor addresses an individual need as if it were the concern of the whole group and

relates psychosocial concerns to the group's here-and-now situation.



Group Conflict.

The Focal Conflict/Group Solution framework developed by Whitaker and Lieberman in Psychotherapy Through the Group Process (1964) was selected because it provided for an in-depth analysis of group conflict. It provided an effective means for applying the psychosocial theory of development by Erik Erikson (1980, 1968, 1950) to group conflict.

In order to understand group conflict, the existence of shared, underlying concerns which are the property of the group is assumed. This approach views a group function as the involvement of underlying conflict between two opposing motives or impulses together with various attempts to achieve a solution to the conflict. The conflict consists of an impulse or wish opposed by an associated counter-impulse or fear. Moreover, because a group wish is always rooted in growth, it

reflects the positive characteristics of a psychosocial crisis. Conversely, the associated group fear will reflect the negative characteristics of the crisis. The conflict of the group is referred to as the Focal Conflict. The group wish is referred to as the Disturbing Motive. The group fear is referred to as the Reactive Motive. Thus, it is possible to describe a conflict in the following manner:

1) Disturbing motive X Reactive motive

(wish or movement toward growth) (in conflict with) (fear or movement away from growth)

2) The disturbing motive and reactive motive will reflect the positive and negative characteristics of an associated psychosocial crisis.

In working through focal conflicts, groups attempt to find solutions. A solution represents a compromise between the opposing forces; it is directed primarily at alleviating the reactive motive (fear or movement away from growth) but also attempts to satisfy the disturbing motive (wish or movement toward growth). Because a group wish is growth enhancing and reflects the positive characteristics of a psychosocial crisis, a group solution which tends toward a satisfaction of this group wish reflects the positive resolution characteristics and promotes group growth. This type of solution is called an Enabling group solution. If a group solution tends toward satisfying the reactive motive at the expense of the disturbing motive, the solution will reflect negative resolution characteristics. This type of solution is called a Restrictive group solution. Restrictive group solutions are not growth enhancing.

In order to determine the specific focal conflict(s)/group solution(s), that is, to use the Eriksonian framework as content for the focal conflict/group solution model, the specifications outlined in "Three Channel Theory of Communication in Small Groups" (Boyd and Wilson, 1974) was utilized. The characteristics of the various focal conflict(s)/group solution(s) are summarized as follows:[2]

Focal Conflict/Group Solution No. 1

Trust X Mistrust

Trust: There is a sense of an ease, reciprocity, and mutuality in the giving and receiving of information, ideas, and insights. There is a willingness to risk and the group is permeated by a flexible, consistent, and dependable give-and-take.

Mistrust: The group is not dependable, supportive, or accepting. There is no sense of ease, reciprocity, or mutuality in giving and receiving.

Focal Conflict/Group Solution No. 2

Autonomy X Shame, Doubt

Autonomy: The sense is that the group is standing on its own feet. It is master of the situation and is in control. The group's decision-making is characterized by compromise and cooperation.

Shame, Doubt: There is a sense that the group is uncomfortable, as if it were overexposed or conscious of being stared at. The group is permeated by stubbornness, repetition, rebelliousness, and obstinance.

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2. The manual containing the complete specifications can be located in the appendix.

Focal Conflict/Group Solution No. 3

Initiative X Guilt

Initiative: There is a sense that the group is self-activating and on the move. The group is curious and plays constructively with ideas and information. Its activities are in an exploratory and experimental mode.

Guilt: There is a sense that the group is immobile. The group is unable or unwilling to experiment with or explore ideas and information. The group does not have a sense of purpose and is uneasy when goals are contemplated.

Focal Conflict/Group Solution No. 4

Industry X Inferiority

Industry: The sense is that the group is producing. It considers work worthwhile and is dedicated to accomplishment and work completion. The group is competent and adequate to the tasks that lie before it.

Inferiority: The sense is that the group is avoiding work. It is not dedicated to furthering its competency or skill. Work is an obligation and the group appears inadequate and mediocre with respect to the task at hand.

Focal Conflict/Group Solution No. 5

Group Identity X Fragmentation and Diffusion

Group Identity: There is a sense of self-determination, commitment, and solidarity with respect to group functioning and group goals. The group knows what it is about and where it is heading. There is a sense of the group as a group.

Fragmentation and Diffusion: The group is a collection of individuals. There is a sense that the group is drifting, with no clear definition of what it is about or where it is heading. There is no sense of self-determination, commitment, or solidarity with respect to group functioning or group goals.

Focal Conflict/Group Solution No. 6

Intimacy X Isolation

Intimacy: There is a sense that the group is reaching out and touching, figuratively. The group is permeated by interpersonal commitment, sacrifice, and warmth.

Isolation: The group lacks spontaneity, warmth, and fellowship. The sense is that the group is superficial and uninvolved in its interpersonal matters.

Focal Conflict/Group Solution No. 7

Generativity X Stagnation

Generativity: There is a sense of caring. The group desires to contribute, to pass on its values and competencies. The group's interests and competencies are expanding.

Stagnation: There is no sense of caring. There is no sense that the group is concerned with expanding the interests and in making any contribution.

Focal Conflict/Group Solution No. 8

Group Integrity X Despair

Group Integrity: There is a sense that the group is looking back and is proud and satisfied with its existence. There is a sense that the group feels that its life has been meaningful and that it has acted appropriately, productively, and realistically.

Despair: There is a sense that the group feels it is running out of time. The group is permeated by disappointment, meaninglessness, and disgust when it looks back on its existence.

Coding Procedures

In the material above, the specifications for the two variables in this study were discussed. In this portion, the coding procedures will be described.

Teaching styles. The coding procedure required that the judge (coder) listen only to instructor utterances. An utterance is defined as a statement in the form of a sentence or a sentence fragment. The judge was not to note minimal instructor utterances.

The procedure required that the judge keep track of each utterance by coding it according to one of the three teaching styles. At the end of each minute interval, the judge was to look at his/her utterance codings and make a decision as to which teaching style was most predominant during that interval. The judge then placed an X through the letter which stood for the appropriate teaching style on a coding sheet. This was referred to as a primary coding.

If, during the minute interval, there was another style which comprised at least one third of the utterance notations, a slash (/) was put through that style on the coding sheet. This was a secondary coding.

If no codable instructor utterance occurred during the minute interval, the judge was to circle the 0 on his/her coding sheet.

After twenty minutes of coding, the tape was to be stopped. The judge was to look over his/her minute interval codings and make a judgment as to what the predominant teaching style was for that twenty minute period. Changes in teaching style direction were noted with an arrow between the appropriate teaching style symbols and the emphasized style was circled.

At the end of the session, the judge was to review his/her minute and twenty minute codings and write a concise paragraph summarizing the instructor's teaching style.

Group conflict. The focal conflict/group solution formulation was to be a Gestalt. Coders were to assume a holistic approach, integrating seven aspects or non-equivalent elements of group life:

1) Content -- specific comments that occur during a group session.

2) Interaction -- interpersonal behaviors that occur during a group session.

3) Mood -- prevailing emotion, attitude, or disposition during a group session.

4) Rhythm -- flow or movement of group elements during a session.

5) Non-verbal communication -- bodily postures, facial expressions, or physical attitudes that occur during a group session.

6) Sequence -- order of behavioral and/or verbal associations that occur during a group session.

7) Context -- relation of a group event to the surrounding situation of the group.

Because a global judgment was to be made about the total significance of the group material, coders kept track of the seven elements as they occurred. Each coder kept a running account of the successive movements of these elements on a note pad. When a coder noted an abrupt shift in any of them, he/she noted the time on the clock and wrote it on the note pad.

When the tape ended, each coder reread his/her notes and noted the general theme(s) which underlied the data. Each coder then wrote the theme(s) in the margins to the left of the noted time intervals.

Each coder then turned to the specifications for each of the focal conflict(s)/group solution(s). The coder identified the particular

focal conflict/group solution which was applicable for each time interval and listed the specifications which were applicable.

The coding sheet was divided into five minute time increments. There were three columns: Disturbing Motive; Reactive Motive; Group Solutions. Each coder transferred the focal conflict(s)/group solution(s) designations and specifications to the appropriate time intervals. Those specifications which were particularly strong were underlined.

Training of Judges

In the material above, the procedures which the judges utilized when coding teaching style(s) and group conflict(s) were explained. This part of the methodology describes how they were trained.

Teaching styles. The judges read "The Classroom Group as a Unique Social System" (Getzels and Thelen, 1960) and "The Teacher Role Model" (Boyd, 1969). They wrote ten specifications for each of the three teaching styles from memory. The coding methodology was explained to them and all questions were answered. The judges then reviewed a training tape and coded it according to the coding procedure. Reliability was established and the coding began.

Group conflict. The judges read Psychotherapy Through the Group Process (Whitaker and Lieberman, 1964) and Chapter 7 in Childhood and Society (Erikson, 1950). Ten specifications were then written for each of the eight focal conflicts/group solutions according to Erikson. The coding methodology was explained and all questions were answered. The

judges then viewed a training tape and coded it according to the coding procedure. Reliability was established and the coding began.

Tallying Procedures

The material above discussed the procedures which the judges followed when coding teaching styles and group conflict. This portion of the methodology explains the tallying procedures.

Teaching styles. The primary codings within each of the three teaching style categories were totaled for each of the selected sessions. The percentage of time spent in each of these styles was then computed for each of the sessions.

Group conflict. The group solutions to the focal conflicts which occurred during each of the selected sessions were listed.

The teaching style and group conflict data was integrated in the following manner. First, the total number of minutes for each of the ten sessions was listed. Second, the number of minutes spent within each of the focal conflict(s)/group solution(s) for each of the ten sessions was computed and listed. Third, the primary codings for the teaching styles which occurred during each of the focal conflict(s)/ group solution(s) were counted and listed. Fourth, these data were totaled and the per cent of teaching style, focal conflict/group solution and their occurrence in relation to each other for the ten groups was computed.

Reliability

In order to maintain an acceptable level of reliability in the

coding of teaching style and group conflict, each judge's reliability was tested repeatedly.

Teaching styles. Three reliabilities were given--the first before the coding began, the second after each judge had coded two tapes, and the third after each judge had coded four tapes. Reliability was computed on the primary codings for a twenty-minute segment. The results for the three reliabilities are as follows:

Reliability #1 = 77.5%

Reliability #2 = 90.0%

Reliability #3 = 90.0%

Group conflict. Four reliabilities were given. The reliabilities were given on the first session, the fourth session, the seventh session, and the tenth session. Reliability was computed on the focal conflicts and on the group solutions for a sixty-minute session. There was almost total agreement between the judges.

Minor discrepancies occurred in two of the reliabilities. On reliability three, both judges coded an Autonomy X Shame and Doubt focal conflict. One judge coded a group solution of Autonomy (slight). The second judge coded Shame and Doubt (slight) and indicated in his notes that the group did exhibit Autonomy. A discussion was held between the two coders, and an agreement was reached that the group solution was Autonomy.

On reliability four, one judge coded the group as resolving an Autonomy X Shame and Doubt focal conflict negatively. The second judge's coding was identical. A discrepancy occurred, however, when the second

judge detected a second focal conflict, Initiative X Guilt, during the last ten minutes of the session. This was discussed, and it was decided that the whole session was one focal conflict resolved in favor of Shame and Doubt.

Data Collection

The group sessions which were coded according to teaching style and group conflict were selected on the basis of the following procedure:

1. One session was to be selected from each of the ten representative groups.
2. Neither the first nor the last session was selected because it was assumed that these sessions would be unrepresentative.
3. Video and audio had to be of good technical quality.
4. The amount of the group interaction time in the session had to be 50% or more.

One random selection from each of the ten groups was then made from among the sessions which satisfied these criteria. Thus, the sample was composed of ten randomly selected sessions from the ten representative groups.

CHAPTER FOUR

THE FINDINGS

This chapter contains the empirical data which were gathered on teaching style and focal conflict/group solution within the sampled GD-TSS groups. The data are presented in table form. Explanations will follow each table.

Table 4.1 shows the percentage of the total time which the ten representative instructors spent within each teaching style.

Table 4.1

Total Percent of Three Teaching Styles for Ten Randomly Selected Sessions of Ten Representative Groups

Teaching Styles	Total %
No Instructor Talk	7.0
Nomothetic	35.8
Idiographic	55.2
Transactional	1.6
TOTAL	99.6

The predominant teaching style within the representative GD-TSS groups was the idiographic style. The instructors spent 55.2% of

their time focusing on their own personal needs or on the personal needs of the individual learners.

The next most predominant style was the nomothetic teaching style. The representative instructors spent 35.8% of their time functioning as role figures who focused on satisfying the needs of the institution and/or society.

The transactional style occurred 1.6% of the time. That is, out of every one hundred behaviors the instructors exhibited, approximately two could be classified as integrating needs of individuals with demands of the institution and/or society.

It is important to note that the instructors remained silent for 7% of the time. This percentage indicates how dominating the instructors were. They were speaking 93% of the time. The percentage also provides an indication of the amount of group interaction which occurred. That is, group members were dealing with content or with each other, without instructor interference, only 7% of the time.

Table 4.2 shows the percentage of time that the representative groups spent in each of the eight possible focal conflicts and the percentage of positive and negative solutions to these focal conflicts.

The left side of Table 4.2 lists the eight possible focal conflicts which groups encounter and need to resolve. A positive solution to a particular focal conflict would exhibit the characteristics of the group wish. A negative solution to a focal conflict would exhibit the characteristics of the group fear.

Five focal conflicts were present in the representative GD-TSS

Table 4.2

Total Percent of Focal Conflict/ Group Solution for Ten Randomly Selected Sessions of Ten Representative Groups

	Focal Conflict/ Group Solution	Total %
1.	Trust (wish)	4.5
	Mistrust (fear)	5.6
2.	Autonomy (wish)	3.4
	Shame, Doubt (fear)	47.0
3.	Initiative (wish)	0.0
	Guilt (fear)	0.0
4.	Industry (wish)	5.8
	Inferiority (fear)	18.9
5.	Group Identity (wish)	0.0
	Fragmentation and Diffusion (fear)	1.2
6.	Intimacy (wish)	1.1
	Isolation (fear)	2.4
7.	Generativity (wish)	0.0
	Stagnation (fear)	0.0
8.	Group Integrity (wish)	0.0
	Despair (fear)	0.0
	Transition	0.7
	TOTAL	99.6

groups. In each case, the negative solution percentage is greater than the positive solution percentage. The most prevalent focal conflict was Autonomy X Shame and Doubt. It occurred 50.4% of the time in the representative groups. This focal conflict was resolved negatively more than nine out of every ten times it occurred. The second most prevalent focal conflict was Industry X Inferiority. This focal conflict occurred 24.7% of the time. It was resolved negatively nearly eight out of every ten times it occurred.

Table 4.3 shows the percentage of the occurrences of the three teaching styles within the various focal conflicts/group solutions in the representative groups.

The teaching styles appear on the left side of the table and the percentage of their occurrence within each of the group solutions can be read across the table. The focal conflicts/group solutions are indicated on the top of the table and the percentage of the group solution occurrence within each of the teaching styles can be read in the vertical columns. For example, the idiographic style's occurrence in the negative group solution to the focal conflict of Autonomy X Shame and Doubt is found in the fourth column (26%). This means that 26% of the time spent in the representative groups was focused on satisfying personal needs and in resolving the focal conflict Autonomy X Shame and Doubt negatively.

An explanation of the individual cells within a specific focal conflict/group solution will make this table's data more understandable. Consider the data in the Autonomy vs. Shame and Doubt focal conflict.

Table 4.3

Percent of Incidents in One Minute Durations
of Three Teaching Styles Occurring During
Focal Conflict/Group Solution
for the Ten Randomly Selected Sessions
of the Ten Representative GD-TSS Groups

	FOCAL CONFLICT/GROUP SOLUTION																
TEACHING STYLES	Trust	Mistrust	Autonomy	Shame Doubt	Initiative	Guilt	Industry	Inferiority	Identity	Role Confusion	Intimacy	Isolation	Generativity	Stagnation	Ego Integrity	Despair	Transition	TOTAL
No Instructor Talk	0.3	1.0	0.3	2.8	0.0	0.0	0.1	1.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.3	7.0
Nomothetic	0.4	2.4	0.2	17.9	0.0	0.0	1.2	7.4	0.0	0.7	0.6	0.3	0.0	0.0	0.0	0.0	2.7	35.9
Idiographic	3.8	2.2	2.7	26.0	0.0	0.0	2.4	9.4	0.0	0.5	0.5	2.1	0.0	0.0	0.0	0.0	5.6	55.2
Transactional	0.0	0.0	0.2	0.3	0.0	0.0	0.1	0.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1	1.6
TOTAL	4.5	5.6	3.4	47.0	0.0	0.0	5.8	18.9	0.0	1.2	1.1	2.4	0.0	0.0	0.0	0.0	9.7	99.6

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	Autonomy	Shame and Doubt
No Instructor Talk	0.3	2.8
Nomothetic	0.2	17.9
Idiographic	2.7	26.0
Transactional	0.2	0.3
TOTAL	3.4	47.0

To compute the total percentage of time spent dealing with this particular issue for all ten GD-TSS groups, the Autonomy TOTAL (3.4%) would be added to the Shame and Doubt TOTAL (47.0%). Thus, GD-TSS groups spent 50.4% of their time in this focal conflict. To compute the percentage of teaching style time, e.g., idiographic, within a particular group solution, e.g., Shame and Doubt, divide the teaching style percentage, e.g., 26.0, by the group solution percentage, e.g., 47.0. The equation, then, would be as follows: $26.0 \div 47.0 = 55.3\%$. This percentage means that when the focal conflict of Autonomy vs. Shame and Doubt was being resolved negatively, the idiographic teaching style was occurring 55.3% of the time.

The data do not provide conclusive evidence corroborating the conjecture of this thesis. The reason for this interpretation is that there is insufficient data on the transactional style to warrant a firm generalization on its relationship to positive group solutions.

A conjecture could have been offered proposing that the nomothetic and idiographic style would be associated with negative group solutions. The data would have corroborated this conjecture.

CHAPTER FIVE

DISCUSSION OF THE STUDY AND ITS FINDINGS

> Only knowledge of the order and connections of the stages in the development of the psychical functions can insure the full maturing of the psychical powers. Education is the work of supplying the conditions which will enable the psychical functions, as they successively arise, to mature and pass into higher functions in the freest and fullest manner (Dewey & McLellan, p. 207).

This concluding chapter is an examination of the theoretical and educational implications of this study and its findings. The conceptual and methodological ramifications for Whitaker and Lieberman's focal conflict/group solution theory and the Getzels-Thelen theory of teaching styles will be focused on first. The second part of the chapter will concentrate on the implications which this study has for education and the small group, in general. This analysis has generated data on the two variables and their relationship to each other which have important implications for education within the context of the small instructional group. Interwoven throughout both sections of this chapter will be discussions of those findings which have particular relevance for both the small group facilitator and small group researcher.

Theoretical Implications

Group Conflict

A primary accomplishment of the analysis of group conflict was to conceptualize focal conflict/group solutions psychosocially. Making psychosocial issues the conceptual base provided a more adequate model for examining and understanding focal conflict/group solution than that proposed by Whitaker and Lieberman. The following paragraph addresses the issue of conceptual adequacy.

The focal conflict/group solution formulation of Whitaker and Lieberman was an invaluable contribution to the literature and practice of therapy in small groups. Yet its utility is questionable, either for the lay group facilitator, who is faced with the phenomenon of focal conflict/group solution and who seeks to understand it so as to alleviate it, or for the small group researcher who is interested in examining it so as to more adequately describe it. The model is questionable, primarily, because of the fund of knowledge about preconscious processes which it presupposes. And the difficulty of determining a focal conflict/group solution from an inexhaustible array of possible group wishes and fears is, in addition, overwhelming for anyone but the competent psychotherapist.

The integrated model utilized in this study provides a much more manageable framework for either the small group facilitator or researcher. This model was suggested by the author during a discussion with Boyd about the problems with the Whitaker and Lieberman model. It was proposed that integrating the Eriksonian developmental framework

with focal conflict/group solution, that is, using psychosocial issues as content for a psychoanalytic model, would result in an extremely workable conflict framework. This model was tested and found to be highly workable. Conceiving focal conflict/group solution psychosocially, i.e., limiting the group wishes and fears to the eight nuclear crises of development, provides the specificity needed for analyzing and understanding the appearance, ascendance, and resolution of group conflict processes.

Besides furnishing a more adequate conceptualization for analysis and understanding, the integrated model proved extremely successful methodologically. Coders were able to discern focal conflict/group solution readily, they were able to code systematically and reliably, and they were able to substantiate their conclusions empirically. This methodological precision was not evident in either the research work of Whitaker and Lieberman or in the other study which utilized their framework empirically (Butkovich, et al., 1975). In the three major publications which deal with focal conflict/group solution (Whitaker and Lieberman, 1964; Stock and Lieberman, 1962; Butkovich, et al., 1975) the authors recounted the methodological problems that their coders had with the model. Although the judges followed a coding procedure similar to the holistic one employed in this study, their conclusions were not as consistently reliable nor as rigorous in empirical justification as those of this study. Coding problems were summed up in Psychotherapy Through the Group Process in the following way:

> Thus far, perfect agreement has not been achieved by any pair of independent analyzers; but, on the other hand, neither does gross disagreement occur. What is likely to happen is that analyzers agree on the final formulation of the focal conflict but emphasize different aspects of its detailed development. Or they might agree on the significant elements but build these into focal-conflict formulation in somewhat different ways (Whitaker and Lieberman, pp. 37-38).

Coders in the Butkovich et al. study experienced the same problems. As they say: "Upon comparison of the four coders' analyses, some appeared to be very specific, i.e., dealt with the individual conflicts of specific members in the session, while others appeared to be more global in interpretation. . . The next step was to attempt some compromise in the level of comprehensiveness and specificity of the interpretations" (Butkovich, et al., p. 15).

The methodological problems encountered by Whitaker and Lieberman and Butkovich, et al., were avoided, primarily, because of the psychosocial conception of focal conflict/group solution. The eight Eriksonian stages supplied the parameters necessary for reliable coding. Secondly, precise specifications for each of the focal conflict/group solutions had to be both memorized by the judges and listed on their coding sheets to justify their final focal conflict(s)/group solution(s). And third, the judges underwent rigorous training in both the Erikson and Whitaker and Lieberman frameworks. Thus, the psychosocial parameters, the specifications of description, and training enabled the judges of this study to avoid ". . . a mere summary of overt content and an overly speculative formulation. . ." (Whitaker and Lieberman, p. 37).

In addition to supplying a more adequate conceptualization and methodology with which to analyze and understand focal conflict/group solution, the study's findings have other significant implications. First, the findings provide corroboration for the work of Whitaker and Lieberman. Group conflict is, indeed, a manifestation of a struggle between covert issues. As was pointed out in chapter two, the focal conflict/group solution model has not been utilized or tested to any great extent. This study substantiates both its importance and its applicability as a facilitative and/or research framework. Moreover, the findings of the study corroborate the integrated model conceptualized in this study. That is, it confirms that the covert issues of the focal conflict/group solution parallel the Eriksonian crises of human development. The seven aspects of group life, i.e., content, sequence, rhythm, mood, context, and non-verbal behaviors, are linked associatively and they do reflect a conflict between covert issues which are psychosocial in nature.

Although it is beyond the scope of this discussion, this study and its findings also corroborate an important aspect of the research which is being done at the University of Wisconsin-Madison under the auspices of Robert D. Boyd. Research there has equated group developmental phases with progression through Eriksonian stages of development. While this study was not directly concerned with testing group phase development, it did substantiate that group cultures reflect underlying struggles between Eriksonian issues. That is, group cultures can be conceived to be manifestations of "conflicts" between Eriksonian basic

attitudes. Thus, another orientation with which to view groups and group development has been provided.

Another important implication of this study and its findings is that focal conflict/group solution plays a vital role in instructional groups. Research on focal conflict/group solution and on Eriksonian stages has only occurred in therapy groups or in self-directive groups, respectively. Thus this analysis and its findings have significant consequences for education. It opens up a whole new area of research and posits many new questions within this area that need to be examined and answered. The final part of this chapter discusses some of these questions.

Teaching Styles

This study has three major accomplishments with respect to teaching style and the small instructional group. First, it has provided a conceptual framework which can be used to analyze and understand teaching styles. This model is an integration of the frameworks proposed by Getzels and Thelen (1960) and Boyd (1969). This integrated framework also provides a better means for empirical analysis. A second implication of this study, theoretically, has been the formulation and successful implementation of a methodological procedure for utilizing this model. And third, the findings of the analysis of teaching style, like those of focal conflict/group solution, are significant and have important ramifications for both the group facilitator and group researcher.

To conceptualize teaching behavior in a molar way, that is, as being generally oriented either toward the institution and/or society (nomothetic), toward the individual (idiographic) or toward the group (transactional), or in a molecular way, being composed of either a programming, guide, resource, or facilitating role function, were significant contributions to instructional theory. Each model, in its own way, supplied workable units of analysis. Yet the integrated framework proposed and utilized in this study proved to be even more adequate. It combined the holistic quality of the Getzels-Thelen model with the precision of Boyd's. That is, it was a conceptualization which arose out of the best aspects of each.

In addition to being more adequate conceptually, the integrated framework also proved successful methodologically. That is, it lent itself nicely to empirical analysis. If each of the models, in particular that of Getzels-Thelen, is considered historically, this empirical precision becomes even more noteworthy. As was pointed out in chapter two, the Getzels-Thelen model has been used only once to systematically analyze teaching behaviors. When it has been utilized, it has been empirically related to classroom processes and not in examining teaching behaviors, per se. The Boyd model, on the other hand, has been tested, but in only one analysis (Boyd, et al., 1980). The fact that the integrated model could be used, reliably, to examine and classify teaching behaviors illustrates not only the significance of the individual framework but its superiority as a conceptual and methodological tool, as well.

This study, then, has vast implications for the examination of teaching styles. It has corroborated the work of Getzels-Thelen and Boyd by providing the first real test of the empirical merits of their framework. Secondly, as was the case with the analysis of focal conflict/group solution, the analysis of teaching style has opened up a whole new area of research. There are two basic reasons for this. First, the study was the first attempt to relate this unique model to the teaching styles which occur in a small instructional group. Its applicability should be tested further. Secondly, although the integrated framework generated more than enough empirical data in the nomothetic and idiographic teaching styles, data on the transactional style was conspicuously absent. This lack of data is especially puzzling since the GD-TSS program is overtly committed to a group oriented approach to teaching. Perhaps this simply confirms Getzels-Thelen's notion that the transactional approach is ". . . less amenable to 'pure' or even clear-cut definition" (Getzels and Thelen, p. 78). On the other hand, it is possible that the coding specifications were too stringent to warrant any style being coded transactional. For example, to conceive transactional teaching as being totally group oriented may have precluded the behaviors which were overtly, non-group oriented, e.g., individualistic, but which were transactional, nevertheless. That is, if an instructor formed a dyad with an individual learner, this behavior could be conceived and coded, on the surface, as idiographic. Yet, the instructor may have been focusing on or "using" the individual as a means for allowing the group, as a whole, to work through a

particular problem. Another possible reason may be due to randomization procedures. From the beginning of the study, it was assumed that a random sample of the GD-TSS groups would include instances of all three teaching style behaviors. There were no grounds to assume otherwise. Unfortunately, this assumption proved to be incorrect. The three styles were not represented. In retrospect, it might have been better to select examples of each of the three styles and to generalize from that sample. Whatever the reason, one thing is clear. More research needs to be done on the function of the transactional teaching style within the small instructional group.

Educational Implications

This study proposed that the transactional style of teaching is the most effective instructional mode. It based this claim on the variable focal conflict/group solution by asserting that there is a relationship between this teaching style and positive resolutions to focal conflicts/group solution. That is, it was hypothesized that the transactional style of teaching is associated with more positive solutions to focal conflict/group solution than either the nomothetic or idiographic style.

Some basic assumptions underlied this hypothesis which formed the rationale, both for the specific orientation of the hypothesis and the scope of the analysis which sought to test it. One assumption was that teaching style and focal conflict/group solution are fundamental variables which affect the learning climate of an instructional group. Another assumption was that this group climate, in turn,

affected the quality and quantity of learning of the individual group members. In this study, learning was conceived to be influenced by the series of ongoing interactions between these two variables. That is, the underlying assumption was that the interactive influences of teaching style and focal conflict/group solution bring about changes in behavior and attitudes of the individual members. It was assumed, moreover, that group processes were geared to the resolution of psyche (affective and interpersonal) needs as well as socio (problem-solving and achievement) needs of these individuals. The inference that was formed out of these assumptions and which, in turn, formed the basis of this study's hypothesis was that focal conflict/group solution was a manifestation of this underlying concern with the integration of psyche needs with socio demands and that the transactional style could best foster this integration because its mode of instruction was oriented toward the group and conceptualized around psychosocial issues.

This study proceeded to test its hypothesis in two ways: (1) it presented a logical argument for the hypothesis; and (2) it tested it empirically. Chapter one presented the rationale for the hypothesis. To reiterate briefly, it was first argued that focal conflicts were an integral and inevitable part of instructional group life. It was explained that they were manifestations of underlying psychosocial concerns. That is, they arose out of a group's underlying concern with its interpersonal situation and its ability to integrate individual needs with institutional and/or societal demands. Four reasons were

then given why focal conflicts need to be resolved positively. Positive solutions help to promote a satisfying learning environment, relieve group anxiety over basic psychosocial issues, provide for individual behavioral change, and assist the group to move and develop so that the behaviors of all group members can be significantly affected. It was then argued that the transactional teaching style was the only instructional model which could provide for positive solutions to focal conflicts. It is the only style which is oriented toward the group and which allows focal conflict/group solution to emerge without interference. Thus, it is only within the mode that a focal conflict (psychosocial concern) can be positively resolved because the two variables which generate it--the individual needs (psyche) and institutional needs (socio)--are brought together in the group and resolved by the group.

The final assertion was that since a transactional teaching style promotes positive solutions to focal conflicts, i.e., conducive learning climate, the quality and quantity of individual learning would increase. Although it was beyond the scope of this study to empirically justify this claim, argumentation proceeded in two ways. First, it was posited and logically argued that learning involves individual and institutional and/or societal aspects. An adequate theory of learning should be psychosocial, relating and integrating social content with individual life project needs. To focus on individual needs (idiographic) or institutional and/or societal demands (nomothetic) creates an unrealistic situation because learning

involves both aspects. That is, a style which attempts to hand down subject matter indiscriminately, irrespective of individual needs, or one which appeals solely to the psychological need dispositions of individuals, irrespective of social concern, is inadequate. Secondly, chapter two presented research which associated teacher-learner and learner-learner interactions with group climate in addition to relating group climate to individual learning. With respect to the GD-TSS groups, it would be logical to characterize a conducive interactive climate in the following two ways: (1) Each small group is a satisfying learning environment, where individuals are encouraged to share, discuss, and evaluate their attitudes and understandings about alcohol and where they benefit from relating these attitudes and understandings to personal behaviors, values, and beliefs; (2) The group environments enable individuals to examine their personal needs that relate to drinking and driving and helps them to develop more positive behaviors for satisfying their needs. In addition, if the GD-TSS groups' climates could be characterized in these ways, i.e., the focal conflicts are positively resolved, the quality and quantity of individual learning, i.e., attitudinal and behavioral change with respect to alcohol use, could be logically inferred.

The question should now arise as to whether the data supports or refutes the hypothesis. By examining the data on teaching style and focal conflict/group solution, an understanding of how they relate to one another will be gained. In addition, an understanding of the two dynamics and their relation to each other provides evidence of

their affects on learning. The findings in Table 4.2 clearly indicate that the group solutions to the focal conflicts that occurred in the GD-TSS groups were overwhelmingly negative. If the argumentation set forth in this thesis is correct, that is, that focal conflicts are an important dynamic in a group and their positive solutions have a significant influence on group climate and, therefore, on learning, then these groups could be meeting neither the needs of the individual members nor the demands of the institution and/or society. If the data concerning teaching style (Table 4.1) are considered, both the reasons for the prevalence of negative group solutions as well as a possible direction in which to turn can be found.

Table 4.1 indicates that the nomothetic and idiographic teaching styles were used 91% of the time in the GD-TSS group sample. Transactional occurred only 1.6% of the time. Table 4.3 shows that most of the group solutions were negative, that most of the teaching style behavior was nomothetic and idiographic, and that there is a relationship between these two variables. From this, it can at least be concluded that the nomothetic and idiographic styles are associated more with negative group solutions than with positive solutions.

A closer look at Table 4.3 and a consideration of the social interaction research on the effects of teaching style on group climate (Schmuck, 1966; Flanders, 1960; Hughes, 1959; Anderson and Kell, 1954; Thelen, 1951, 1950; Anderson, 1946, 1945; Lippitt, 1940; Lewin, Lippitt, White, 1939) would lead to an even stronger statement. Table 4.3 indicates that the focal conflict/group solution of Autonomy vs. Shame

and Doubt dominated the GD-TSS groups. The groups, in fact, spent more than one-half of their time struggling with this underlying conflict. This would appear reasonable, considering that individuals were forced to attend these groups and that the overt content which was dealt with revolved around alcohol and driving abuses. Being forced to attend is clearly an autonomy issue, e.g., lack of control. And basing content in the area of abusive behavior is likely to evoke shame and doubt, e.g., embarrassment.

Of greater significance, though, is the finding that this focal conflict/group solution was negatively resolved more than nine out of every ten times it occurred. One reason for the predominance of Shame and Doubt may be gained by considering the teaching style data of this table. The idiographic style's occurrence in this negative group solution is 26%. This means not only that 26% of the time spent in the GD-TSS groups was focused on satisfying personal needs and in resolving focal conflict Autonomy vs. Shame and Doubt negatively, but that when a group was pervaded by this particular issue, an instructor was oriented toward either his/her or a learner's individual needs more than 50% of the time. One logical explanation for the predominance of Shame and Doubt, then, could be that in trying to satisfy his/her own needs, the instructor controlled the group and contributed to its sense of Shame and Doubt. Another explanation could be that when an instructor concentrated on the particular learner needs which were related to alcohol and its abuse, he/she was contributing not only to the individual's sense of shame and doubt but to the group's as well.

The second most prevalent focal conflict was Industry vs. Inferiority. This focal conflict occurred 24.7% of the time. The resolutions to this focal conflict were also predominantly negative--nearly eight out of every ten times. Again, with reference to existing research, it would be logical to infer that the instructor emphasis on either his/her own work competencies or on learner needs with respect to work adequacy/inadequacy (idiographic), or on the normative work demands of the institution and/or society (nomothetic), would be a significant contributing factor to this sense of group inferiority. In other words, if focal conflict/group solution and teaching style are considered to be key indicators of a group's learning climate and the data in Table 4.3 is examined in light of this consideration, the limitations of the idiographic and nomothetic teaching styles, with respect to group climate, becomes readily apparent.

If the social interaction research which relates group climate to individual learning is now considered (Glick, 1969; Lott and Lott, 1966; Porterfield and Schlicting, 1961; Brown, 1960; Johnson, 1958; Calvin and Hoffman, 1957; Jensen, 1955; Buswell, 1953; Glidewell, 1951; Jenkins, 1951; Flanders, 1949; Perkins, 1949; Rehage, 1948), the limitations of the idiographic and nomothetic teaching styles become crucial. Since the data indicates that the climates of the GD-TSS groups were not educationally conducive, i.e., the group solution to focal conflicts were predominantly negative, at least three assertions about the amount of individual learning could be logically inferred. Since the solutions were consistently negative, the group's anxieties

over basic psychosocial concerns were heightened. Opportunities, then, for expressing and exploring the conflictual feelings relating to these basic developmental issues were not forthcoming. Thus, individual psychosocial energies could not be effectively focused. Energy which would normally be channeled into learning had to be used to repress the disturbing motives. Since disturbing motives express basic human needs, something which people do not and cannot renounce readily, energy depletion becomes that much more significant.

The predominance of negative group solutions also suggests that the behavior of the individual group members was not affected in constructive ways. It has been pointed out that a group member's behavior is a product of his/her own need-dispositions and the interpersonal situation of the group. The group is considered the matrix within which individual change occurs because the individual cannot fail to be acted upon by the group situation. To the extent that the group solutions were negative, positive individual behaviors were not being fostered. In addition, many behaviors were not even attended to. In order to significantly affect the behaviors of all the group members, a group needs to move progressively and positively through all eight focal conflicts. As has been stated, each group member has particular psychosocial concerns and behaviors depending on his/her stage of development. In order for all groups members to benefit in their behavioral development, the focal conflicts need to be resolved positively so that the group can progress and attend to all of these concerns in a positive way. The negative solutions that occurred in

the GD-TSS groups would inhibit this progression and growth enhancing potential.

The lack of occurrence of the transactional style must make the conclusions from the data tentative. However, while the data do not directly support the hypothesis of this study, the very fact that the transactional style does not occur to any significant extent does, at the very least, point in a new direction. In other words, the data clearly indicate the limitations of the idiographic and nomothetic teaching styles to such an extent that the transactional style deserves an extensive test of its merits. With this in mind, this thesis will now turn to a discussion of the questions which this study has raised and which should be the subject of future research.

Research Questions

It should be clear that an instructor's teaching style plays a crucial role in influencing the learning experiences that occur within a small instructional group. It has been shown empirically that he/she is an important participant in the dynamics which occur in groups, i.e., focal conflict/group solution, and therefore can influence the character and development of the group. It has also been argued, both logically and with reference to existing research, that teaching style has an influence on the quality and quantity of learning of each group member.

In order to help establish a group culture which is relevant to the needs of group members and the demands of the institution and/or

society, it is necessary that an instructor's teaching style have two characteristics: It should be oriented toward the group as a whole and it should allow the focal conflict/group solution to emerge without interference. Moreover, if the group culture is to be growth-enhancing, it has to be dominated by enabling rather than restrictive group solutions. Since the teaching behaviors in the GD-TSS groups were predominantly idiographic and nomothetic, i.e., "interfering" and non-group oriented, and the group solutions were predominantly restrictive, further research needs to be done on the effects of the transactional style on focal conflict/group solution. That is, a comprehensive analysis should focus on the effects of the transactional style, the characteristics of enabling solutions, and their relationship to each other. If, indeed, it could be shown that this style is associated with positive solutions to focal conflicts, further explorations could be made into the effects of the transactional style and/or focal conflict/group solution on individual learning. Finally, if the GD-TSS data is interpreted from the standpoint of the association of "directive" teaching styles, i.e., idiographic and nomothetic, with negative-group solutions, the need for yet another research orientation becomes evident. The findings of this study would corroborate a conjecture that a directive teaching contributes to negative group solutions. It would appear reasonable to broaden this conjecture a bit, by appealing to logic and the predominance of negative data of this study, and argue that a directive approach may, in fact, "cause" a specific focal conflict/group solution in the first place.

That is, it would be reasonable to hypothesize that if an instructor is being directive, with his/her behavior and utterances reflecting a particular psychosocial issue, this issue would be the concern underlying the group's focal conflict/group solution. For example, consider an idiographic instructor within the GD-TSS program. If he indicates behaviorally that he can't be trusted and/or his utterances reflect personal notions about the psychosocial issue of Trust vs. Mistrust, e.g., "Judges and police drink and get drunk too, they just don't get caught because they work together," it would seem likely that the group's focal conflict/group solution would reflect this issue. Or consider the nomothetic instructor. If his/her behavior is institutionally distant and/or his/her utterances reflect Intimacy vs. Isolation issues, i.e., "The judge and the police are not really interested in your personal histories. Besides, they don't have time. They have many people to deal with," the focal conflict/group solution should reflect this psychosocial concern. Research into this area would need to be of a more causal type, which attempts to establish empirical correlation. That is, a more causal type of analysis than was employed in this study, which treats the idiographic and nomothetic teaching styles as independent variables and focal conflict/group solution as the dependent variable, is needed.

APPENDICES

APPENDIX A

MANUAL FOR CODING TEACHING STYLES

NOMOTHETIC

Basic Orientation

Nomothetic instruction refers to those behaviors and/or utterances which are reflective of institutional expectations and which are directed toward the satisfaction of institutional goals. Instructor behavior is clearly seen as being normative; as a role incumbent, he/she carries out the responsibilities and duties considered essential by the encompassing institution. Nomothetic instruction, then, is externally defined: delegated privileges, obligations, and power are executed by the instructor apart from any personal characteristics.

Learner behavior is also interpreted according to the obligations and requirements of the institution. Because nomothetic instruction reflects the philosophy that the most expeditious route to a goal lies within the institutional structure, learner behavior is considered role related and performance of role requirements is emphasized.

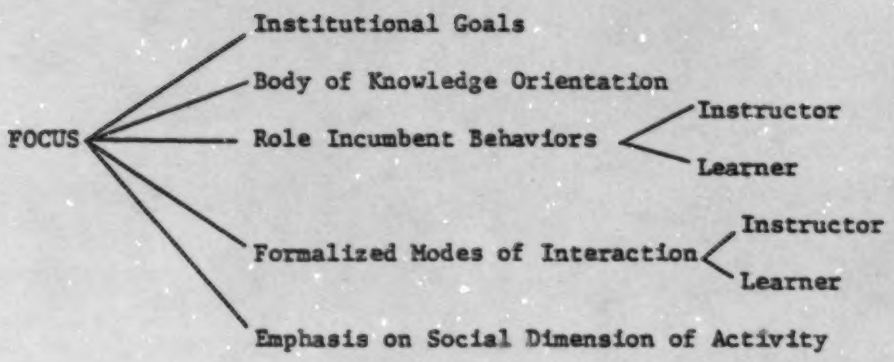
Instructional Roles

Within the programming role, a nomothetic instructor follows a predetermined, curricular framework, i.e., experiences, class content, and activities, whose aim is the satisfaction of institutional goals.

Within the guide role, a nomothetic instructor emphasizes normative problem-solving for the purpose of arriving at institutionally accepted conclusions.

Within the resource role, a nomothetic instructor utilizes curricular materials and/or bodies of knowledge when information is solicited.

Within the facilitation role, a nomothetic instructor does not consider socio-emotional or psychosocial concerns pertinent to either role requirements or the requirements of the institution.



NOMOTHETIC SPECIFICATIONS

Programmer

Instructor utterances are focused on aspects of the curriculum, i.e., programming of experiences, class content, and activities.

N-1 Instructor makes sure learning activities follow designated institutional structures.

N-2 Instructor does not tailor content to the learner's level of competency.

N-3 Instructor's task reflects putting into effect institutionally determined agenda.

N-4 Instructor directs experiences, class content, and activities only to those areas specified as noteworthy to institutional goals.

N-5 Instructor implements the formulated institutional design for satisfying predetermined needs of the learners.

Guide

Instructor utterances are directed toward the cognitive, problem-solving domain.

N-6 Instructor hands down content, indiscriminately.

N-7 Instructor determines the pace of learning activities according to the institutional framework.

N-8 Instructor's method of relating content to learner is basically future oriented.

N-9 Instructor fosters compliance with institutionalized means of problem-solving to the exclusion of individual needs.

N-10 Instructor encourages learner to synthesize and/or analyze information as a means for arriving at designated institutional ends.

N-11 Instructor evaluates performance according to institutional expectations.

N-12 Instructor determines relevance of problem-solving inputs with respect to the objectives of the institution to the exclusion of the needs of the learner.

N-13 Inscructor fosters problem-solving behavior which is congruent with institutional expectations to the exclusion of individual needs.

Resource Person

Instructor utterances provide information.

N-14 Instructor imposes institutional values and/or ideas with regard to content or process information requests.

N-15 Instructor's unsolicited material reflects institutional values and/or ideals.

N-16 Instructor fosters dependency on curricular materials and/or institutional modes of acquiring information.

N-17 Instructor concentrates on the facets of content which the institution considers relevant when information is requested.

Facilitator

Instructor utterances are focused on the socio-emotional or psychosocial aspects of instruction.

N-18 Instructor enforces uniform and strict adherence to role expectations for the learner.

N-19 Instructor fosters role-incumbent interpersonal behavior which conforms to institutional expectations.

N-20 Instructor does not perceive successive individual behaviors which are reflective of an underlying concern with the here-and-now as being relevant to the accomplishment of the institutional task.

N-21 Instructor enforces institutionally determined boundaries on the expression of affect.

IDIOGRAPHIC

Basic Orientation

Idiographic instruction refers to those behaviors and/or utterances which are directed toward satisfying the individual needs of the instructor and/or the learner. Instructor behavior is uniquely individual; it arises from personality need-dispositions which are grounded in his/her own biological constitution. Idiographic instruction, then, is internally defined: behavior is oriented toward the satisfaction of personal needs.

Learner behavior is also interpreted according to personality need-dispositions. Because idiographic instruction reflects the philosophy

that the most expeditious route to the completion of the goal lies within the learner, individual expression of personality needs is encouraged and individuality and variation are emphasized.

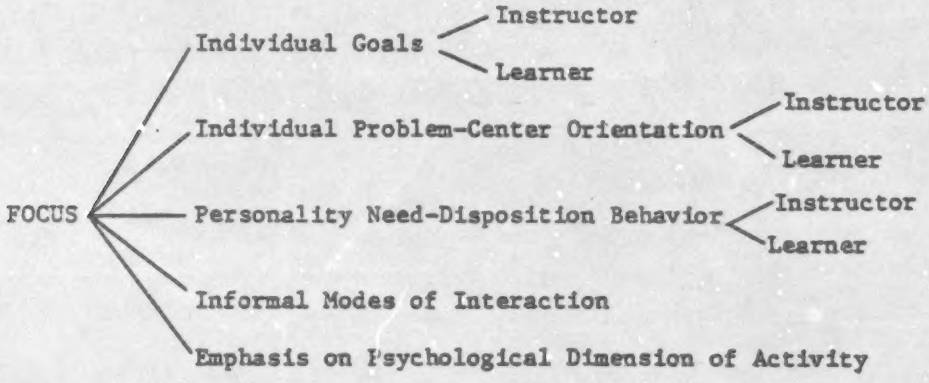
Instructor Roles

Within the programming role, an idiographic instructor allows either his/her needs or the individual learner's needs to determine the nature of experiences, class content, and activities.

Within the guide role, an idiographic instructor can function in two ways with regard to problem-solving: 1) instructor answers his/her own questions, fosters adherence to his/her own methods of synthesis or analysis, or intervenes during problem-solving in such a way as to lead learner to conclusions which satisfy instructor needs; or 2) instructor allows learner to answer questions in ways which are conducive to his/her needs, to synthesize or analyze according to needs, or to arrive at conclusions which are congruent with the satisfaction of personal needs.

Within the resource role, an idiographic instructor offers both solicited and unsolicited information. This information is aimed at satisfying the individual need-dispositions of the instructor or the learner.

Within the facilitation role, an idiographic instructor expresses or invites expression of personality needs.



IDIOGRAPHIC SPECIFICATIONS

Programmer

Instructor utterances are focused on aspects of the curriculum, i.e., programming of experiences, class content, and activities.

E-1 Instructor changes learning activities to conform to learner needs as he/she perceives them to the exclusion of institutional expectations.

E-2 Instructor determines the direction of learning activities and experiences.

E-3 Instructor conducts class in such a way as to make it easier for him/her to feel secure.

E-4 Instructor determines individual levels of competency with respect to his/her own mastery of the material.

E-5 Instructor's personal agenda is the task that lies before the learner.

Guide

Instructor utterances are directed toward the cognitive, problem-solving domain.

E-6 Instructor determines which learner problem-solving inputs are relevant according to his/her own agenda.

E-7 Instructor pursues what he/she considers relevant to the problem-solving needs of the learner to the exclusion of the requirements of the task.

E-8 Instructor fosters compliance to his/her own methods of problem-solving in the here-and-now.

E-9 Instructor makes inferences from learner statements and directs synthesis and/or analysis to conform to his/her own conclusions.

E-10 Instructor answers his/her own questions.

E-11 Instructor encourages learner to reflect his/her own efficacy as an instructor.

E-12 Instructor determines pace of individual learning according to his/her perception of individual competencies.

E-13 Instructor determines pace of individual learning with respect to his/her own knowledge of the material.

E-14 Instructor evaluates individual performance according to his/her own expectations.

Resource Person

Instructor utterances provide information.

E-15 Instructor focuses on information he/she considers relevant.

E-16 Instructor's unsolicited material is directed at imparting own values, ideas, and judgments.

E-17 Instructor focuses on his/her own experiences.

E-18 Instructor provides information to satisfy learner egocentric needs without regard for the requirements of the task.

Facilitator

Instructor utterances are focused on the socio-emotional or psycho-social aspect of instruction.

E-19 Instructor expresses his/her own needs.

E-20 Instructor encourages expression of individual needs to the exclusion of the expectations of the institution.

E-21 Instructor concentrates on the expression of individual needs but is oblivious to these needs with respect to group context.

E-22 Instructor focuses on individual needs to the exclusion of the requirements of the task.

E-23 Instructor focuses on those aspects of interpersonal relationships which are relevant to his/her desired ends.

E-24 Instructor directs learners' attention to their underlying concerns about the here-and-now situation to the exclusion of the requirements of the task.

E-25 Instructor determines acceptable boundaries on the expression of affect according to his/her own needs.

E-26 Instructor attempts to foster individual insight into the basic attitudes, motivations, and behaviors which he/she considers relevant.

TRANSACTIONAL

Basic Orientation

Transactional instruction refers to those behaviors and/or utterances which are directed toward the group as an entity and which are aimed at satsifying group intentions. Instructor behavior is understood in relation to the group; his/her emphasis is on the integration of individual needs with institutional expectations within the group context. Instructor assists in the development of roles within the group and aids in adapting these roles to the specific personalities of the individual members. Role expectations within the group are defined with these need-dispositions in mind.

Group behavior revolves around group intention, which is understood to be a transaction between institutional expectations and individual needs. Because transactional instruction reflects the philosophy that the most expeditious route to a goal lies within the group's here-and-now situation, behavior is transactional and can be understood in relation to group context.

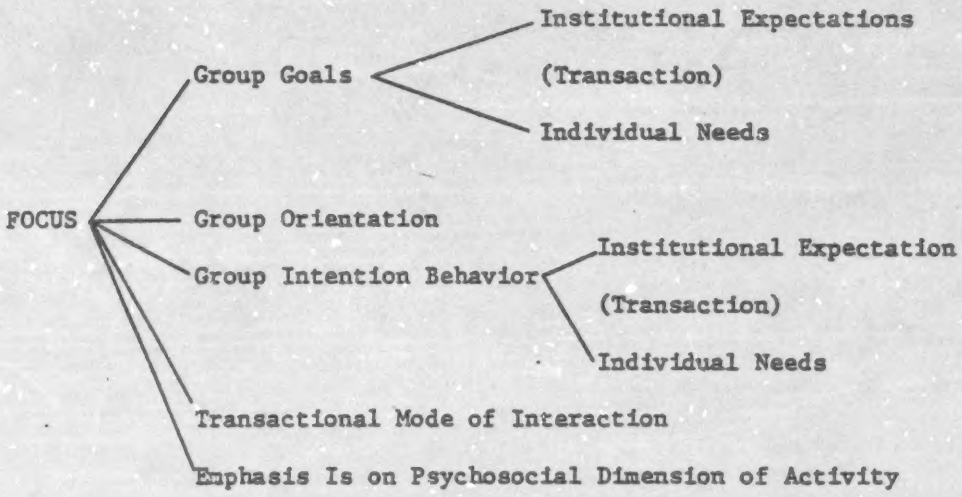
Instructional Roles

Within the programmer role, a transactional instructor assists group in becoming its own programmer with respect to its own unique needs and the requirements of the institution.

Within the guide role, a transactional instructor assists group in becoming its own analyzer and synthesizer.

Within the resource role, a transactional instructor helps to foster interdependency so individual members become resources.

Within the facilitation role, a transactional instructor addresses an individual need as if it were the concern of the whole group and relates psychosocial concerns to the group's here-and-now situation.



TRANSACTIONAL SPECIFICATIONS

Programmers

Instructor utterances are focused on aspects of the curriculum, i.e., programming of experiences, class content, and activities.

T-1 Instructor encourages and helps group to gauge its present level of competency in relation to the requirements of the task.

T-2 Instructor encourages and helps group to plan its learning activities according to its present level of competency and the requirements of the task.

T-3 Instructor helps group to determine the agenda to be covered with respect to its needs and the expectations of the institutions.

T-4 Instructor encourages the group to pursue whatever content is relevant to its here-and-now needs and the requirements of the task.

T-5 Instructor assists group in developing its own unique social system.

Guide

Instructor utterances are directed toward the cognitive, problem-solving domain.

T-6 Instructor helps group to determine its own mode and pace of learning with respect to its present level of competency and the requirements of the task.

T-7 Instructor assists group in determining which direction to proceed in with respect to the needs of the group and the requirements of the task.

T-8 Instructor assists group in determining for itself which ideas and values will be accepted or rejected according to its needs and the expectations of the social system.

T-9 Instructor encourages and helps group to examine all inputs in relation to its needs and the work tasks.

T-10 Instructor assists group in evaluating its own performance in relation to its needs and the requirements of the task.

T-11 Instructor assists group in exploring its own capabilities and using them to develop the necessary means for adequate and rational problem-solving in the here-and-now.

T-12 Instructor encourages group members to use each other in synthesizing and analyzing information in order to build up a system of knowledge which satisfies individual needs and institutional expectations.

Resource Person

Instructor utterances provide information.

T-13 Instructor helps to foster interdependency; thus, members become resources for each other.

T-14 Instructor encourages group to make use of those individuals whose experiences are relevant to the roles that the group requires for problem-solving.

T-15 Instructor's unsolicited material is aimed at helping the group fuse its needs with institutional expectations.

T-16 Instructor encourages group to use members' experiences in dealing with its problem-solving tasks.

Facilitator

Instructor utterances are focused on the socio-emotional or psychosocial aspect of instruction.

T-17 Instructor encourages group to focus its attention on the interaction in the here-and-now as it relates to personal needs and the expectations of the institution.

T-18 Instructor assists group in relating learning to the analysis of the needs and expectations which arise out of the group interaction.

T-19 Instructor assists group in focusing its attention on the interpersonal relationships which either aid or hinder learning with respect to individual needs and the expectations of the institution.

T-20 Instructor assists group in developing its own rules and modes of interaction with respect to its needs and the expectations of the institution.

T-21 Instructor helps group to realize that successive group behaviors reflect an underlying concern about the needs and expectations elicited by the here-and-now situation.

T-22 Instructor encourages group to determine its acceptable boundaries on the expression of affect.

T-23 Instructor encourages group to focus its attention on the basic attitudes, motivations, and behaviors which are relevant to group needs and the requirements of the task.

APPENDIX B

PROCEDURE FOR CODING
TEACHING STYLES

1. Before listening to a session, fill out the top portion of the Coding Form for Teaching Styles, including your name and the date, the group location and number, the session number, and the name of the instructor.

2. Listening

   (a) Listen only to instructor utterances. An utterance is defined as a statement such as a sentence, an independent phrase, or a verbal fragment.

   (b) Do not note instructor utterances which are minimal, e.g., "yes," "no," etc.

   (c) Do not note any learner or group utterances.

3. Coding

   A. ONE MINUTE INTERVALS

      (1) The teaching style manual should always be at hand when recording. When looking for specific specifications to determine teaching style, note the role the instructor is functioning in first. Then turn to the specifications.

      (2) Although teaching styles will be coded globally after a one minute interval, basic instructor utterances will be noted during that interval. Place a scratch pad next to your coding sheet. Keep track of utterances which can be coded into the categories of teaching styles during each minute interval.

      (3) When the timer signals the end of a minute's interval, look at your scratch pad and make a decision as to which teaching style was most predominant, i.e., most of the utterances reflected this style. Place an X through the letter which stands for the appropriate style:

          I = Idiographic

          N = Nomothetic

          T = Transactional

      THIS IS THE PRIMARY CODING

(4) If, when looking at your scratch pad, you determine that at least 1/3 (but not more than 1/2) of the notations are of one style, while the remaining notations are of another style, place a slash (/) through the corresponding symbol on your coding form. This coding is known as a SECONDARY CODING.

(5) If, when looking at your scratch pad, you determine that the notations are distributed among the three styles, such that each style has at least 1/3 of the notations, place a slash (/) through each symbol on your coding form.

(6) If no instructor utterances occur during the minute interval or if instructor utterances contain no perceivable indication of teaching style, circle the 0 on your coding form.

(7) If instructor utterances are punctuated by learner or group inputs, note only the instructor utterances.

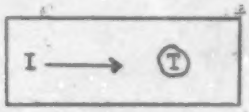
(8) Code the full session.

B. TWENTY MINUTE SEGMENTS

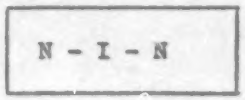
(1) At the end of each 20 minute segment, stop the tape.

(2) Make a judgment as to the predominant teaching style that occurred during the segment and place the appropriate symbol in the box to the right. Ordinarily, there will be only one teaching style present during a 20 minute segment. But it is possible for an instructor to change directions in his/her teaching style, i.e., there is a sense that the instructor is moving from one style to another. If an instructor is clearly using one style to get to another, more desired style, note this movement with an arrow (⟶) between the two appropriate symbols. Then circle the predominant style. If an instructor uses various styles during a segment, but there is no sense he is using one style to get to another, list the styles in order to priority, and place a dash (-) between the symbols. (Note: When using a dash (-), it is possible to have more than two symbols in the box. When using an arrow (⟶), there will be only two symbols in the box, and the predominant style will be circled.)

EX: The sense during the 20 minute segment is that the instructor is using the IDIOGRAPHIC STYLE to get to a TRANSACTIONAL STYLE. The TRANSACTIONAL STYLE is predominant.



EX: The sense during the 20 minute segment is that the instructor changes direction in teaching styles. There is no sense that he/she uses one style to get to another. He/she uses the NOMOTHETIC STYLE, then moves to the IDIOGRAPHIC STYLE, and then moves back to the NOMOTHETIC STYLE. The instructor is primarily concerned with the NOMOTHETIC STYLE.



(3) At the end of the session, look at the styles and movements indicated in the boxes. Write a brief but concise paragraph summarizing the instructor's teaching style. Use the specific nomenclature and description which is used in the manual when discussing the teaching style. If you desire, you may indicate (in parentheses at the end of the paragraph) the specification numbers which form the basis for your conclusions.

APPENDIX C

CODING FORM FOR TEACHING STYLES

Location _____ Teacher _____ Group _____

Session No. _____ Tape No. _____ Coder _____ Date _____

TIME UNIT	STYLE	COMMENTS SPECIFICATIONS
1	O I N T	
2	O I N T	
3	O I N T	
4	O I N T	
5	O I N T	
6	O I N T	
7	O I N T	
8	O I N T	
9	O I N T	
10	O I N T	
11	O I N T	
12	O I N T	
13	O I N T	
14	O I N T	
15	O I N T	
16	O I N T	
17	O I N T	
18	O I N T	
19	O I N T	
20	O I N T	

FURTHER COMMENTS

APPENDIX D

PROCEDURE FOR TRAINING THE JUDGES

The judges are to be highly knowledgeable about the nomothetic, idiographic, and transactional teaching styles.

1. Read and study "The Classroom Group as a Unique Social System" (Getzels and Thelen, 1960).

2. Read and study "The Teacher Role Model" (Boyd, 1969).

3. Read and study the "Manual for Coding Teaching Style."

4. Memorize the specifications for teaching styles according to each of the four roles. List, by memory, five specifications for each of the teaching styles within each of the four teacher roles. These specifications will be checked.

   a. Judges will be examined on their ability to remember the nomothetic, idiographic, and transactional specifications. A 90% level of accuracy is required.

   b. If a 90% level of accuracy is not attained, judges are to review the specifications. Judges are to continue to write specifications until the 90% level is attained.

5. Judges will read the "Coding Procedure for Teaching Styles." This will be followed by a discussion of the procedure.

6. The judges will view training tape segments. The tapes will be stopped periodically for discussions.

7. The judges will code a tape according to the nomothetic, idiographic, and transactional teaching styles. Reliability will be computed. If an acceptable level of reliability is attained, the judges may begin coding the sessions. If the level of reliability is not acceptable, Step 6 will be repeated. Discussion and coding will occur until an acceptable level of reliability is attained.

APPENDIX E

MANUAL FOR CODING FOCAL CONFLICT/GROUP SOLUTION

Basic Orientation

In order to understand group life, it is useful to hypothesize the existence of shared, underlying concerns which are the property of the group (Whitaker and Lieberman, 1964). This approach views a group function as the involvement of a preconscious conflict between two opposing motives or impulses together with various attempts to achieve a solution to this conflict. Any function of a group, then, can be conceptualized as a common covert conflict which consists of an impulse to wish opposed by an associated fear. Moreover, because a group wish is always rooted in growth, it reflects the positive characteristics of an Eriksonian nuclear crisis (Erikson, 1950). Conversely, the associated group fear will reflect the negative characteristics of the crisis. The covert conflict of the group is referred to as the FOCAL CONFLICT. The group wish is referred to as the DISTURBING MOTIVE. The group fear is referred to as the REACTIVE MOTIVE. Thus, it is possible to posit two conceptualizations about a facet of group life.

1) It can be placed within the following model:

DISTURBING MOTIVE	X	REACTIVE MOTIVE
(wish or movement toward growth)	(in conflict with)	(fear or movement away from growth)

2) The DISTURBING MOTIVE and REACTIVE MOTIVE will reflect the positive and negative characteristics of an associated Eriksonian nuclear crisis, respectively.

In working through focal conflicts, groups attempt to find solutions. A SOLUTION represents a compromise between the opposing forces; it is directed primarily at alleviating the REACTIVE MOTIVE (fear or movement away from growth) but also attempts to satisfy the DISTURBING MOTIVE (wish or growth). Because a group wish is growth enhancing and reflects the positive characteristics of an Eriksonian nuclear crisis, a group solution which tends toward a satisfaction of this group wish reflects the positive resolution characteristics and promotes group growth. This type of solution is called an ENABLING GROUP SOLUTION. If a group solution tends toward satisfying the reactive motive (fear or movement away from growth) at the expense of the disturbing motive (wish or growth), the solution will reflect negative resolution characteristics. This type of solution is called a RESTRICTIVE GROUP SOLUTION. Restrictive group solutions are not growth enhancing.

SPECIFICATIONS FOR FOCAL CONFLICT(S)/GROUP SOLUTION(S)

FOCAL CONFLICT/GROUP SOLUTION NO. 1 POSITIVE TRUST

T-1 There is a sense that the group has accepted and incorporated the task at hand. It is, so to speak, "with" the project.

T-2 There is a sense of mutual regulation of giving and receiving. This mutuality is sustained by reciprocity and not by duress or coercion.

T-3 There is a sense of dependability and consistency within the group culture which allows for flexibility in giving and receiving rather than having to rely on rigid patterns of giving and taking.

T-4 There is a sense of ease in the giving and receiving of information and ideas.

T-5 There is an open willingness to grasp, to bite into the subject matter. There is a reaching out to bring into the reach and to incorporate.

T-6 There are modalities of taking and possessing things in an open and direct manner.

T-7 There is a willingness to risk perceived in the group. Trustfulness of the group is clearly visible.

T-8 There is a sense of mutual faith and confidence within the culture as the group looks at the future of its life.

T-9 There is a sense of optimism and hope within the group culture which extends beyond the immediate confusion about the meaning or purpose of the group.

FOCAL CONFLICT/GROUP SOLUTION NO. 1 NEGATIVE MISTRUST

M-1 A reference to "empty," "abandon," "starved of stimulation," "deprivation" is evidence of mistrust in the group.

M-2 There is a negative culture of mistrust if there is cruelty in evidence in the group. For example, if nastiness and hostility is expressed in an obviously cruel manner.

M-3 If there is a strong sense of dependency there is a negative culture of mistrust.

M-4 If giving and receiving are the most central theme, there is a culture of mistrust for it is clearly a representation of fixation.

M-5 In a culture of mistrust there is a sense of withdrawal. The group is holding back in a sense of not giving. It is keeping things close to its chest. It is not revealing its cards, as it were.

M-6 The group may spit back what a member(s) says and not chew it or digest it.

M-7 There is a lack of willingness in the culture of feeding. The giving of cherished ideas and insights is not forthcoming. There is no sense of giving to the group the really close things to one's ideas.

M-8 There is no sense of receiving easily within the group culture.

M-9 The group is not willing to swallow ideas, in whole or in part. The group does not appear to support a real acceptance of material from each participant.

M-10 There is a sense of pessimism about the future development of the group.

M-11 There is a sense of purposelessness and meaninglessness regarding future growth within the group culture.

FOCAL CONFLICT/GROUP SOLUTION NO. 2 - POSITIVE
AUTONOMY

A-1 There is a decisive ratio between cooperation and willingness, a sense of self-control without a loss of self-esteem.

A-2 There appears to be confidence that the group is doing what it should be doing and it is acting as it is and not as it ought to be acting.

A-3 There is a sense that the group is standing on its own feet.

A-4 There is the sense that the group is granting autonomy to its members.

A-5 There is a sense that the group is fairly well in control of the situation. Within reason, it is master of the situation.

A-6 There is a compliance with the spirit rather than the word of the law or in our own case, the spirit of the arrangement of the project rather than the strict sense of the word defining the project.

A-7 There is a sense of open assessment of differing suggestions, points of view, issues and authority.

A-8 There is a sense of being able to "hold on," "let go," and "let be" with discretion which promotes progressive compromise.

A-9 There is a sense within the group culture that options are available and choices can be made which are not limited by "either-or" parameters.

FOCAL CONFLICT/GROUP SOLUTION NO. 2 - NEGATIVE
SHAME, DOUBT

SD-1 There is a sense that the group has exposed itself prematurely and foolishly. There is a sense of self-consciousness. There is the feeling of being stared at. There is a sense that the group is terribly exposed and uncomfortable.

SD-2 The group may convey a sense of trying to get away with things.

SD-3 There is a sense of over-compulsiveness in the culture. There is a stingy and repentive mode--a holding on.

SD-4 There is a stubbornness apparent in the culture. This may be manifested by a sense of rigidity or, on the other hand, by total lability.

SD-5 There is a sense of being manipulated.

SD-6 One senses a failure in autonomy. The group is obeying because it cannot do otherwise.

SD-7 The group may appear to be very rigid, or there may be a sense of ambiguity between rigidity and relaxation.

SD-8 There is a sense of being overly governed by minute control and repetition.

SD-9 Or, there may be a sense of letting loose in a rebellious way which indicates destructive disregard for appropriate self control.

SD-10 There is a sense of shame being manifested in the group as if it were exposing too much.

SD-11 There is a sense of doubt that the group is doing what it should be doing as if it were asking to be always told what it is to do.

SD-12 There is a sense of obstinance or stubbornness which works against progressive compromise.

FOCAL CONFLICT/GROUP SOLUTION NO. 3 - POSITIVE
INITIATIVE

IA-1 There is a willingness to play with ideas in the constructive sense of the word, play.

IA-2 There is willingness in the group to try new ways, to experiment, to start something new or different. There is a sense within the group of "being on the move."

IA-3 There is a sense of enjoyment and pleasure within the group in the cooperative planning and initiating of activities.

IA-4 There is a sense that the culture has been made self-activating. The group's energy appears to be less directed toward accepting failure and more directed toward motivation to other (perhaps better) means to work and accomplish the task at hand.

IA-5 There is apparent in the culture a willingness to get into things. There is an aggression evident in the discussions. There is a curiosity, an exploratory mode.

IA-6 There is an enjoyment of competition and an insistence on goal-meeting. There is pleasure of conquest. None of these are seen as cruel or sadistic in intent.

FOCAL CONFLICT/GROUP SOLUTION NO. 3 - NEGATIVE
GUILT

G-1 There is a sense of guilt that the group has been getting away with something.

G-2 There is a sense of uneasiness that appears to be a result of goals contemplated.

G-3 There is a sense of suspiciousness of what is being done. The director and the people who are running the project may be perceived as the root of the problem. They are to be suspect.

G-4 There may arise a vindictiveness based on moral grounds and thus providing the means to flee from the task.

G-5 There may be a strong sense of go-at-it-iveness--a working to do the task at almost all cost.

G-6 There is a sense of restrictiveness about the culture, that is, it is almost fixed and cannot move on to new things.

G-7 There is a sense of destructive rivalry within the group culture which precludes cooperative planning and attack.

FOCAL CONFLICT/GROUP SOLUTION NO. 4 - POSITIVE
INDUSTRY

I-1 There is a sense that the group is producing things.

I-2 There is a sense that the group is mastering the subject matter and dealing with it to further both understanding and skills. There is a sense in the group that this is useful and that this usefulness provides satisfaction.

I-3 There is a sense of adequacy about the ability to work and accomplish tasks within the group culture.

I-4 There is a "commitment to complete" within the group culture.

I-5 There is a sense of work completion.

I-6 Having developed skills and competencies, there is a sense that the group is beginning to show signs of applying those skills.

I-7 There is a sense of increased and shared responsibility, obligation and discipline within the group to move toward work completion.

FOCAL CONFLICT/GROUP SOLUTION NO. 4 - NEGATIVE
INFERIORITY

IF-1 There is a sense that the group is attempting to avoid work. It is playing at the task and really not getting down ot it. The group talks about the work rather than getting down to it.

IF-2 There is a sense that it is not dealing with the subject matter and that it is not furthering either understandings or skills.

IF-3 There is a sense of dissatisfaction and disguntledness.

IF-4 There is a sense of inadequacy and inferiority about the handling of tasks. There is a sense of mediocrity.

IF-5 The group believes that the task is not going to turn out well and that neither its understandings nor skills will be furthered.

IF-6 There is a sense that the group is pleasing the facilitator as if it were in the same framework as a teacher's pet. That is, it must do this in order to get satisfactions from the facilitator rather than satisfactions from the work at hand.

IF-7 There is a sense that "work" in its repetitive and uncreative aspects is the sole obligation within the group culture.

IF-8 There is a sense that "what works" rather than "what is worthwhile" directs the group.

FOCAL CONFLICT/GROUP SOLUTION NO. 5 - POSITIVE IDENTITY

ID-1 The social roles and the task roles of the group are fairly clear.

ID-2 The following comparisons can be made: Tolerant is positive while intolerant is negative. Judicious is positive while capricious is negative.

ID-3 There is a sense of self-determination in this culture in terms of the group's nature direction, functions and goals.

ID-4 There is a sense of getting-to-know in this culture. There is a sense of openness within the group culture which permits the examination of existing roles and values.

ID-5 There is a sense of belongingness.

ID-6 There is a sense of ideological commitment within the group which serves to embrace differing role positions.

ID-7 The group appears to have established role functions and accepts role differentiation for the welfare of the group's identity.

ID-8 The group has a sense of being a group.

FOCAL CONFLICT/GROUP SOLUTION NO. 5 - NEGATIVE ROLE DIFFUSION AND FRAGMENTATION

RC-1 If the culture is one in which prototypes are being developed, it is seen as a negative culture.

RC-2 If there is a sense of extreme position-taking, then it is also seen as negative.

RC-3 There is no sense of direction in the discussion, not in a sense of ignorance, but in a sense of drifting through to some period when the time has run out and the session is over.

Footnote: The terms commitment, solidarity and belongingness will appear in both Solution 5 and 6. It is important to distinguish between the ideological connotation of these terms (which would be Solution 5) and the interpersonal connotation of these terms (which would be Solution 6).

RC-4 Roles are not clearly defined. They move and shift as the discussion progresses and the group acts as it it were unaware of this.

RC-5 There is no sense of belonging within the group culture.

RC-6 There is no sense of ideological commitment within the group which serves to unite differing role identities. Role identities appear diffused rather than integrated.

RC-7 Observing the group, it appears to be impossible to give it any descriptive identity term. It is difficult or impossible to say what the group identity is. The group appears to be merely a collection of individuals.

FOCAL CONFLICT/GROUP SOLUTION NO. 6 - POSITIVE INTIMACY

IN-1 There is a sense of reaching out and touching in a figurative sense.

IN-2 There is an expansiveness of generosity.

IN-3 One gets a feeling that one is watching best friends working closely together on a task.

IN-4 There is a strong sense of interpersonal commitment (as opposed to ideological commitment which would be Solution 5).

IN-5 One senses a feeling of warmth within the group culture.

IN-6 There is a sense of genuine sacrifice within the culture which serves as a strong cohesive force.

FOCAL CONFLICT/GROUP SOLUTION NO. 6 - NEGATIVE ISOLATION

IS-1 Interpersonal relations appear to be formal, correct, lacking spontaneity, lacking warmth, lacking a real exchange of fellowship. There is a sense of frigidity and coldness.

IS-2 There is a feeling of distantiation in the culture.

IS-3 One feels a sense of readiness to be isolated in the culture. That is, the group isolates member(s) and this isolation is accepted. This moves things down to a kind of formality of relationship.

IS-4 There is a superficial exchange--one has the impression that the group is going through motions and really is not involved with the members.

IS-5 There is no spirit of sacrifice within the culture which might serve as a cohesive force. There is no spirit of mutual loyalty within the group culture.

IS-6 One may sense a spirit of disruption to the end of waylaying any sense of solidarity and closeness. There is a counterpersonal atmosphere within the group.

FOCAL CONFLICT/GROUP SOLUTION NO. 7 - POSITIVE
GENERATIVITY

G-1 There is a sense that the group is very much concerned about the welfare of society.

G-2 There is a sense of concern for growth and enrichment of the life of the group. There is a genuinely mature sense of responsibility.

G-3 There is a sense that this group is truly attempting to expand its ego-interest and there is libidinal investment in its mission (the task it is working on).

G-4 There is a sense of genuine contribution within the group culture towards the expansion of the group's meaning or relationship to the outer world. There is a sense that the group sees its linkage to greater things.

G-5 There is a sense of direction and depth in the group's growth. This provides a sense of satisfaction within the group.

FOCAL CONFLICT/GROUP SOLUTION NO. 8 - NEGATIVE
STAGNATION

S-1 There is a sense that the basic orientation of the group is towards itself. There is the feeling that there is excessive self-love, that the group is the center of the focus and it is content to have it so.

S-2 There is a pseudo concern for the welfare of others. One does not get a feeling that the group really cares about its members, but is just going through the motions.

S-3 There is a sense of stagnation, that the group is not going any place, that nothing worthwhile will come of the evaluation study in which it is engaged.

FOCAL CONFLICT/GROUP SOLUTION NO. 8 - POSITIVE
INTEGRITY

IG-1 There develops a feeling that the group has taken care of the task appropriately and productively and realistically.

IG-2 There is a sense that the group is working together and that this is good. The transactions have been meaningful.

IG-3 There is an acceptance that what has been done has been honestly done and will be seen as helpful in terms of the ongoing project.

IG-4 There is a sense of pride in the group's work, having done well and that the video tape replay will support its integrity as having been productive and helpful.

IG-5 There is a sense that all is well and will end well.

IG-6 There is an emotional integration in the group which accepts differences in styles of life and renders styles of life as the means by which it may move forward.

FOCAL CONFLICT/GROUP SOLUTION NO. 8 - NEGATIVE
DESPAIR

D-1 There is a sense of regret that the group is running out of time. There is a sense that it is difficult for the group to accept this and that it knows this to be part of the life of the group.

D-2 There is a sense that the time is short--too short to start alternative solutions. The group could be heard saying "Let's stay with this, we will be out of time before we know it so we cannot change."

D-3 There is a sincere and obvious disappointment in the group's performance.

D-4 There is a sense of the absurd.

D-5 There is a prevailing sense of meaningless in what has been going on which moves towards the sense of disgust and despair with such activities and with such types of projects.

FOCAL CONFLICT/GROUP SOLUTION NO. 8 - POSITIVE
INTEGRITY

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IG-2 There is a sense that the group is working together and that this is good. The transactions have been meaningful.

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APPENDIX F

PROCEDURE FOR CODING FOCAL CONFLICT/GROUP SOLUTION

1. Before listening to a session, fill out the top portion of the Coding Form for Focal Conflict/Group Solutions; including your name and the date, the group location and number, the session number, the tape number, and the name of the instructor.

2. Listening

   a. When listening for a focal conflict/group solution, bear the following three assumptions in mind:

      1) Something similar to free association occurs in groups.

      2) The manifest content of the group can be understood as the symbolic expression of feelings relevant to the here-and-now.

      3) All elements of interaction are relevant to the shared, preconscious focal conflict/group solution.

   b. Pay attention only to group relevant comments. Since successive manifest elements of a group session are linked associatively and refer to feelings experienced in the here-and-now situation, whatever is said is seen as being elicited not only by the internal concerns of the individuals but by the interpersonal situation in which they find themselves. Any individual comment, then, has both a specific personal meaning as well as some implication for the whole group. Note only those comments which have group level meanings. The clue for group level meanings lies in the manner in which the group reacts to the individual comments. Some comments get lost as if no one hears them. Others are built upon and form predominant topics and themes. Certain aspects of individual comments are responded to while other aspects of the same comment are ignored. The comments and/or aspects of comments which are picked up and built upon are relevant, in some way, to the shared concerns of the group. These are GROUP RELEVANT COMMENTS.

   c. The focal conflict/group solution formulation will be a Gestalt. Coders will assume a holistic approach, integrating seven aspects of non-equivalent elements of group life are:

      1) Content - specific comments that occur during a group session.

      2) Interaction - interpersonal behaviors that occur during a group session.

3) Mood - prevailing emotion, attitude, or disposition during a session.

4) Rhythm - flow or movement of group elements during a session.

5) Non-verbal communication - bodily postures, facial expressions, or physical attitudes that occur during a group session.

6) Sequence - order of behavioral and/or verbal associations that occur during a group session.

7) Context - relation of a group event to the surrounding situation of the group.

Pay close attention to these group elements and their relation to each other.

3. Coding

a. Every time you sit down to begin coding and whenever you begin to code a new session, listen to the tape for 10 minutes to get a sense of what the group is doing, what they are talking about, what the instructor's and individual voices sound like, etc. After 10 minutes, stop the tape, rewind it and begin coding.

b. Always write the first statement which is heard on the tape, either next to the time "0" at the beginning of each session, or next to the appropriate time slot after a break.

c. There are no uncertain periods. That is, there is no time when a group is not operating in a focal conflict/group solution. It is assumed that a group will always be transacting in a specific focal conflict/group solution or be in transition between them.

d. Place a note pad next to your Coding Sheet for Focal Conflict/ Group Solution. Because a global judgment will be made about the total significance of the group material, keep track of the seven elements of group life, i.e., content, interaction, mood, rhythm, non-verbal communication, sequence, and context, as they occur. Keep a running account of the successive movements of these elements. When you note an abrupt shift in any of them, note the time on the clock and jot it down on your pad. Be precise to the minute. (The period between time notations on your note pad is called a time interval.) Continue your running account.

e. When the tape ends, reread your note pad. Note the general theme(s) which seem to underlie the data in the time intervals. Write the theme(s) in the margin to the left of the time interval.

f. Turn to the Coding Manual for Focal Conflict/Group Solution. Identify the particular focal conflict/group solution which occurs during each of your time intervals and list it on your note pad, next to the appropriate period. List all the specifications which are applicable. The coding manual has been set up so that the specifications for each focal conflict/group solution are numbered. For example, specifications for focal conflict/group solution No. 1, Trust, are numbered T-1, T-2, T-3, etc. Underline those that are particularly strong.

g. The specifications in the Coding Manual are not meant to be all inclusive. They are meant to give a representative picture of what a focal conflict/group solution will look like when it occurs. As you watch a group transact you may be aware of evidence indicating a particular focal conflict/group solution but which is not specifically characterized by the specifications. When this occurs, write out this evidence in longhand on your note pad.

h. There are periods of transition from one focal conflict/group solution to another. A transition period may be recognized by the obvious presence of two (or more) focal conflict(s)/group solution(s) at once. No one focal conflict/group solution is dominating.

Note transition periods on the note pad. Indicate what focal conflict(s)/group solution(s) are involved in the transition and what the direction of movement appears to be.

i. Within a specific focal conflict/group solution, there may be occasional evidence of other focal conflict(s)/group solution(s). Unless the group is in a transition period, the criteria for one focal conflict/group solution will predominate.

j. Turn to your Coding Sheet for Focal Conflict/Group Solution. You will see that there are five-minute time increments on the left of the page and three columns, DISTURBING MOTIVE, REACTIVE MOTIVE, and GROUP SOLUTION, sequentially on the right. Coders will now transfer the culture designation(s) and the culture specification(s) to the appropriate time intervals on the coding sheet. Relate these culture designation(s) and specification(s) to the Focal Conflict/Group Solution Model by placing the appropriate positive culture designation(s) and specifi-

cation(s) under the DISTURBING MOTIVE (wish or movement toward growth) and the negative designation(s) and specification(s) under the corresponding REACTIVE MOTIVE (fear or movement away from growth).

k. Look back over your note pad, note your theme summaries in the margins, analyze your culture specifications on your coding sheet, and determine what the group solution is to each of the focal conflicts. Place the appropriate culture designation under GROUP SOLUTION.

l. Make sure you label your worksheets and staple them to the back of your coding sheets.

APPENDIX G

CODING FORM FOR FOCAL CONFLICT/GROUP SOLUTION

Location	Teacher	Group	Page
Session No.	Tape No.	Coder	Date

	EVIDENCE FOR FOCAL CONFLICT/GROUP SOLUTION			
TIME UNIT	DISTURBING MOTIVE (WISH)	X	REACTIVE MOTIVE (FEAR)	GROUP SOLUTION
0				
5				
10				
15				
20				
25				
30				
35				
40				
45				
50				
55				
60				
65				
70				

APPENDIX H

PROCEDURE FOR TRAINING THE JUDGES

The judges are to be highly knowledgeable about both the focal conflict/group solution model and Eriksonian content.

1. Read and study Psychotherapy Through the Group Process (Whitaker and Lieberman, 1964).

2. Read and study Chapter 7 (pp. 247-274) in Childhood and Society (Erikson, 1950).

3. List five positive and five negative specifications for each of the eight Eriksonian stages. These specifications will be checked.

4. Memorize five positive and five negative specifications for each of the stages from your list.

   a. The judges will be examined on their ability to remember the positive and negative specifications for each of the ego-identity resolutions. A 90% level of accuracy is required.

   b. If the 90% level is not attained, judges are to review their lists of specifications. A discussion of problems will also be initiated. Judges will continue to write specifications until the 90% level is attained.

5. Judges will then code the "Self Description Questionnaire" (Boyd and Koskela, 1970) according to ego-identity stage and according to positive or negative resolution. An 80% level of accuracy is required.

   a. If an 80% level is not attained, a discussion of the problems with ego-identity concerns and their positive and negative resolutions will be initiated.

   b. Judges will code the "Self Description Questionnaire" until the 80% level is attained.

6. Read and study the "Manual for Coding Focal Conflict/Group Solution."

7. List four positive and four negative specifications for each of the eight focal conflict(s)/group solution(s). These specifications will be checked.

8. Memorize four positive and four negative specifications for each of the focal conflict(s)/group solution(s) from your list.

   a. Judges will be examined on their ability to remember the positive and negative specifications for each of the focal conflict(s)/group solution(s). A 90% level of accuracy is required.

   b. If a 90% level is not attained, judges are to review their lists of specifications. A discussion of problems will also be initiated. Judges will continue to write specifications until the 90% level is attained.

9. Judges will read the "Coding Procedure for Focal Conflict/ Group Solution." This will be followed by a discussion of the procedure.

10. The judges will view training tape segments. The tapes will be stopped periodically for discussions.

11. The judges will code a tape recording to focal conflict/group solution and reliability will be computed. If an acceptable level of reliability is attained, the judges may begin coding the sessions. If the level of reliability is not acceptable, Step 10 will be repeated. Discussion and coding will occur until an acceptable level of reliability is attained.

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